

School District of Osceola County, FL

Mill Creek Elementary School



2017-18 Schoolwide Improvement Plan

Mill Creek Elementary School

1700 MILL SLOUGH RD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

**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 is pending approval by the Osceola County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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

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

DA Turnaround Status

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

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

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

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Working as a team, the parents, community and staff will challenge our students to become healthy, responsible, self-motivated individuals who are lifelong learners in a diverse society.

b. Provide the school's vision statement.

The Osceola School District will work in partnership with families and the communities to ensure all learners develop the essential knowledge and skills to strengthen our thriving community.

2. School Environment

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

Positive relationships between faculty, staff, and students begin the first day of school. Every contact between a staff member and a student or parent is an opportunity to share commonalities, learn about each other's culture, and make the student and parent feel welcome to be a part of our school. Our OASIS/Volunteer Liaison helps parents become active school volunteers on their time/schedules. She also promotes relationships with business partners in our community. Teachers communicate through email, social media, Remind, student agenda, phone calls, and face to face conferences. When needed and whenever possible, teachers will communicate with parents in their home language. In addition, teachers and staff encourage family participation in classroom events, school-wide evening or weekend events, and invite family members to attend the celebration of student achievement, such as our GREAT assemblies each quarter, honor roll recognition, and perfect attendance recognition. Administration delivers messages, via telephone, marquee, web site and flyers to inform parents of events, activities, and school wide assessments.

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

We have clear and specific procedures with which all faculty and staff are made familiar with for guiding students to appropriate activities and behavior before, during, and after school. Students are encouraged to eat breakfast in the cafeteria each morning, which is at no cost to them. Students then go to their assigned areas before school begins. Teachers and staff are on duty in the cafeteria, hallways, and sidewalks. Throughout the school year, employees supervise the computer labs to allow students to work on reading and math skills. Students can also go to the library each day from the time they arrive on campus until school starts. Students are required to travel with a buddy any time they walk on campus, and we explicitly instruct them to report any concerns to the nearest adult. After school, students may participate in activities such as tutoring, cheer leading, Music Makers, golf, soccer, running club and the track team. The running club and track team compete in events throughout the school district. We have a School Resource Officer 1 1/2 days a week and she speaks to students about a variety of safety and well being topics. She is also available as situations arise for our school and for parents if needed. Our school campus is fenced with locked gates between buildings. This forces visitors to come to the front office before entering the campus. Faculty, staff, and students regularly practice lock downs, tornado drills, fire drills and bus evacuations. All our students are calm and quick during these drills due to the frequent practices throughout the school year.

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

Mill Creek Elementary is a Positive Behavior Intervention and Support (PBIS) school. Our expectations for proper and appropriate behavior are devised as easy-to-remember acronyms (such as HALL for hallway procedures, PLAY for playground, MEALS for cafeteria, etc.) and are made clear to every student and parent through school-wide assemblies and frequent repetition of the expectations on the morning announcements. Students are given Gator Bucks from any adult for exhibiting appropriate or "above and beyond" behavior. They can spend their Gator Bucks at the school store or on school events, such as dances, movie nights, or on classroom privileges. Students not following proper procedures are given a verbal warning, and, if necessary, this is followed by steps on our Minor Infraction Form, a copy of which is sent home to parents. Teachers communicate concerns directly with parents. Students who significantly disrupt the learning environment are removed from the classroom by Administration and parents are contacted and/or asked to meet to address the behavior concern. Tier 2 and 3 behavior interventions are established by the MTSS team when it is evident that Tier 1 behavior management is not successful. Teachers and staff receive training at pre-planning and throughout the school year so that there is a common understanding of both behavior expectations and the tiered consequence system.

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.

From the time that students register with the school, teachers and key staff become familiar with students' IEPs, 504 plans and/or their ESOL status. Teachers make the appropriate accommodations to the delivery of instruction. Teachers develop relationships with their students that allow them typically to become a trusted confidante that students can turn to if troubled. Students are counseled informally or formally by the school counselor, the school LPN, the Social Worker, and/or any other staff member with whom the student feels comfortable. All employees are expected to be a source of support to all students. We make referrals to the school's social worker when a situation warrants it. Families of students identified as FIT (Families in Transition) are referred for special services. In addition, we provide school uniform clothing, and school supplies. We are sensitive to the disruption caused to students when parents live separately and living situations and visitations change. We make every effort to ensure the teacher, office staff and other key personnel are aware of these changes. After meeting with the PBIS and MTSS teams, we are going to look into the possibility of starting a mentor program for selected students.

3. Early Warning Systems

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

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

The most significant indicators of potential student failure that we address at Mill Creek include poor attendance and poor grades. These early warning indicators are:

- Attendance below 90 percent
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	32	22	32	31	23	11	0	0	0	0	0	0	0	151
One or more suspensions	4	1	7	6	2	2	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	4	10	12	6	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	36	48	38	0	0	0	0	0	0	0	122

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	3	7	20	17	9	0	0	0	0	0	0	0	59

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

- Phone calls or letters home when students are tardy more than five times
- Letters home indicating that five tardies is equated to one unexcused absence
- Requiring that parents who regularly pick their children up early go to the classroom themselves so that two additional students do not have to miss instruction escorting their child to the office.
- MTSS for academics that allows for addition of an intervention when academic data indicate that student is not on track to success in ELA or Math
- Reading and Math interventions during and after school
- MTSS for behavior that enables students to change behaviors that inhibit their academic success

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/446490>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

The school district contracts with many outside agencies to assist students and parents. Vision Quest screens students in Kindergarten, First and Third grades for vision problems. This organization will

provide free glasses to students who qualify. A dental bus screens students in First and Second grade for cavities and will provide sealants. The Department of Health provides screenings for hearing, vision, and other services. Results are sent home to parents. Students in need of counseling or more in-depth services are referred to an outside agency. Law enforcement provides bike helmets and safety seat checks to many of our students and families. Several restaurants provide food or snacks for our many family involvement activities. Business partners ranging from food services to insurance to health care providers enhance and are an integral part of our school community. We recognize these many providers through flyers sent home, our web page and on our marquee.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Cavinee, Susan	Principal
Waggoner, Pauline	Assistant Principal
Malotka, Joan	School Counselor
Acosta, Jacqueline	Instructional Coach
Kocher, Connie	Instructional Coach
Fox-Tronrud, Deanna	Teacher, K-12
Antonowicz, Diane	Teacher, K-12

b. Duties

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

In addition to the principal and assistant principal, Joan Malotka, Guidance Counselor, is also the MTSS Coordinator as well as the 504 coordinator. Connie Kocher and Jackie Acosta are the Literacy and Math/Science coaches, respectively. They review reading and math data to identify Tier 2 and Tier 3 intervention groups. They present information to the principal, assistant principal, and guidance counselor on a regular basis, who in turn also convey student concerns and needs as they are made aware of them by parents and teachers. Each also provide professional development for all teachers in the areas of math, science, reading and writing. . Each of them also assist with the PLC process at the school, help develop and supervise before- and after-school learning, and help organize family involvement events. Diane Antonowicz, as our teacher-leader of PLCs, helps develop our PLC Action Plan and promote our PLC culture among the staff. Deanna Fox-Tronrud serves as the PBIS teacher-leader, focusing on school-wide areas of behavior intervention as part of the MTSS process.

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.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning

opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C

-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational

barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an

Individual Education Plan (IEP), students identified

through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susan Cavinee	Principal
Chris Farmer	Teacher
Meredith McCrimon	Education Support Employee
Michelle Cardoso	Parent
Washington Lopez	Parent
Michelle Diaz	Parent
Melanie Fumero	Parent
Shanaz Amy	Parent
Grace Martinez	Parent
Myriam Joseph	Parent
Norberto Santiago	Parent
Joyce Conyers	Parent
Marlie Sotomayor	Parent
Catherine Cordero	Parent
Nicollette Harris	Teacher
Susan Shocklee	Education Support Employee
Kayra Vargas-Acevedo	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

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

a. Evaluation of last year's school improvement plan

The 2016-2017 SIP plan and assessment results were discussed at the PTO and SAC meetings. Feedback from parents was discussed and notes taken for additions and deletions to the 2017-2018 plan. In addition, results of the climate survey were reviewed and discussed.

b. Development of this school improvement plan

The 2016-2017 School Improvement Plan was reviewed with the PTO and SAC committees. Suggestions/additions/deletions, etc. for 2017-2018 Continuous Improvement Management System plan were noted. The completed CIMS plan will be reviewed with SAC for approval at the October 2017 SAC meeting.

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

The annual school budget is discussed with faculty, staff and parents. Fixed and regularly occurring expenses are reviewed for textbooks, technology needs, substitutes, teacher materials, lawn service, copy machines, cleaning supplies, and other operating costs/needs.

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

SAC funds were allocated primarily for technology maintenance, as the school budget did not allow for the adequate maintenance of necessary SmartBoards, projectors, document cameras, and printers. \$2,000 was allocated and was used to purchase projector bulbs (each at a cost of

\$300-\$400), toner for printers, SmartBoard repairs, and to repair document cameras and cables.

An additional \$1,000 was allocated for student agendas, and comprised approximately 1/3 of the total cost of these parent-teacher-student communication tools.

\$1500 was allocated for the staff and faculty welcome back, and \$500 for babysitting services during the SAC meetings.

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
Cavinee, Susan	Principal
Waggoner, Pauline	Assistant Principal
Kocher, Connie	Instructional Coach
Gonzalez, Yvette	Teacher, K-12
Pepper, Juliette	Teacher, K-12
Farmer, Jessica	Teacher, K-12
Wendt, Kellie	Teacher, K-12
Caro, Dawn	Teacher, K-12
Frost, Kimberly	Teacher, K-12
Larkin, Fay	Teacher, K-12
Urena-Hayes, Myrna	Teacher, K-12
Cabrera, Carrie	Teacher, K-12
Antonowicz, Diane	Teacher, K-12
Rigby, Kim	Teacher, K-12
Pavese, Julia	Teacher, ESE
Badillo, Tanya	Teacher, ESE
Caressimo, Jennifer	Instructional Media
Prest, Abigail	
Watson, Sabrena	Teacher, K-12

b. Duties

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

--Developing teachers' expertise in ways to teach the Florida ELA standards to the required depth of knowledge

- Communicating with parents and teachers the assessment expectations and strategies for student literacy success
- Hosting an assessment information night for students and parents
- Hosting a literacy night with engaging literacy activities for parents and students
- Encouraging students at every level to embrace independent reading by offering engaging opportunities throughout the year for students to sample various literary genres
- Setting student-specific reading goals and recognizing and rewarding their attainment of those goals

D. Public and Collaborative Teaching

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

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

All teachers in each grade level, all Special Area teachers and self-contained ESE teachers have common planning time each day. Most grade levels plan lessons and assessments together. Professional Learning Communities (PLCs) are held four Wednesdays a month with the administration and academic coaches. In addition two PLCs are scheduled during planning time which are planned by grade level.

Each grade level will have two full days during this school year to disaggregate data, deconstruct upcoming standards, and design scales. The teachers will work with the academic coaches on these days. As a grade level, teachers attend district trainings for math, reading, writing, etc.

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

The administration only hires highly qualified teachers certified in elementary education. We provide extensive support to new teachers by meeting with them regularly, having them observe experienced teachers, and having the academic coaches modeling lessons for them.

On average, 95%+ of teachers remain at our school each year.

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

New and/or inexperienced teachers are assigned 2 mentors, one teacher on his/her grade level team and either the Math/Science Coach or Literacy Coach. The experienced grade-level teacher mentor is able to provide relevant, quality assistance pertaining to the grade; the instructional coaches can provide school-wide assistance and subject-specific professional development. In addition, the Instructional Coaches will meet with the new teachers once a month, model lessons, and schedule observations of other effective teachers.

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.

We only purchase state adopted textbooks and materials. Supplemental materials must be aligned with the Florida Standards. Professional development is provided for teachers throughout the school year. All professional development in reading, math, writing and science, are aligned to 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.

On the 2017 Florida Standards Assessment, 49% of our students scored below grade level in reading and 48% in math. We used this data and the retention list to assign intervention groups for the start of the 2017-18 school year. These groups were formed in August so that interventions began by the second week of school. After the completion of the fall iReady Reading and Math assessments, intervention groups will be adjusted. Groups will continue to be adjusted throughout the school year using iReady data, teacher input, and MTSS team recommendations. In addition to adjusting intervention groups, we select students for in school remediation, enrichment, and after school tutoring.

In addition to the teachers providing additional support, regular education and ELL paraprofessionals are assigned groups.

In the classroom, teachers use the same data and classroom assignments to determine small groups, whether for interventions or acceleration. Instruction and assignments are modified as needed based on skill level, language needs, and ESE identification.

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: Before School Program

Minutes added to school year: 3,000

The Early Bird Computer Club will provide students an opportunity to build upon reading and math skills. Progress in reading will be monitored by iReady; collecting fluency, vocabulary and comprehension data or as written in the MTSS plan. Progress in math will be monitored by iReady computer generated reports indicating student success in math skills and concepts. Classroom teacher input will also be used to assist in decision making.

Strategy Rationale

To increase the academic reading and math skills of students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Waggoner, Pauline, pauline.waggoner@osceolaschools.net

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

All students will take iReady Reading and Math assessments in August/September. In addition to iReady data, data is also collected through running records, benchmark assessments, Diagnostic Reading Assessment, and samples of student work. The classroom teacher, tutoring teacher, and MTSS team will review data collected to determine if changes to the tutorial program are necessary for student achievement.

Strategy: After School Program

Minutes added to school year: 1,800

iReady Math Challenge Club will use iReady one hour a week.

Strategy Rationale

The purpose of this club is to build math skills of students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cavinee, Susan, susan.cavinee@osceolaschools.net

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

iReady math data and feedback from classroom teachers will be used to determine if this club is effective.

Strategy: Before School Program

Minutes added to school year: 1,200

The Cool Readers Club will read on level and above level books. They will discuss character, setting, vocabulary and author's purpose.

Strategy Rationale

To build vocabulary, comprehension, and understanding of author's purpose.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kocher, Connie, connie.kocher@osceolaschools.net

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

iReady reading assessment data and feedback from teachers will be used to determine effectiveness of this club.

Strategy: Before School Program

Minutes added to school year: 480

Science Boot Camp

Strategy Rationale

Using investigation kits and resources we will increase students' knowledge of science standards for the FCAT and review standards from previous years.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Acosta, Jacqueline, jacqueline.acosta@osceolaschools.net

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

FCAT science scores.

Strategy: After School Program

Minutes added to school year: 1,800

The Young Einstein Club will focus on 5th grade science standards.

Strategy Rationale

To increase the student proficiency on the FCAT Science.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Waggoner, Pauline, pauline.waggoner@osceolaschools.net

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

Data from Science benchmark assessments will be utilized to determine effectiveness of the science club and help to plan the lessons taught.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

We have an annual "Kindergarten Round-Up" in May, before students arrive in August. Parents and students are provided curriculum information, registration requirements, academic expectations, and a tour of the campus. Parents and students have an opportunity to meet the kindergarten teachers and they explain behavior and academic expectations and the many assessments given throughout the year. Parents are also given information about transportation and day care options. The volunteer coordinator, PTO and SAC members participate in this evening to show incoming parents ways to become an active parent in their child's learning. In the first weeks of school, kindergarten students are given the Florida Kindergarten Readiness Screener (FLKRS) and iReady reading and math assessments. This allows us to better identify student academic needs.

During the summer, as new students register, students and parents can have a tour of the school and campus to help students familiarize themselves with the location of our cafeteria, media center, PE, art, music, computer labs, and playgrounds.

For our 5th grade students, before transitioning to middle school, the guidance counselors come visit our students and give a presentation. Students then have an orientation at the middle school and a tour of the campus.

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 - we are not a secondary school.

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

N/A - we are not a secondary school.

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

N/A - we are not a secondary school.

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.

N/A - we are not a high school.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all instructional personnel actively engage in the PLC process, focusing on reading and math, then proficiency for students in Kindergarten through 5th Grade will increase.

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. If all instructional personnel actively engage in the PLC process, focusing on reading and math, then proficiency for students in Kindergarten through 5th Grade will increase. **1a**

G095417

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - SWD	17.0
FSA ELA Achievement - ELL	24.0
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	59.0
FSA ELA Achievement	53.0
FSA Math Achievement - SWD	17.0
FSA Math Achievement - ELL	31.0
Math Lowest 25% Gains	53.0
Math Gains	62.0
FSA Mathematics Achievement	54.0
Statewide Science Assessment Achievement	53.0

Targeted Barriers to Achieving the Goal **3**

- ELL students' limited command of the English language hinders proficiency in grade-level mathematics, which requires a significant amount of grade-level reading ability.
- ESE students' lack of understanding of grade-level standards

Resources Available to Help Reduce or Eliminate the Barriers **2**

- ELL paraprofessionals assisting ELL students with foundational language skills
- Additional time on iReady math instruction
- VE teachers providing support for students on grade-level content

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

Review of iReady reading data for ELL students

Person Responsible

Joan Malotka

Schedule

Quarterly, from 9/20/2017 to 5/16/2018

Evidence of Completion

Agenda and meeting notes from MTSS meetings, where iReady reading data for K-5 students and progress monitoring data for select students through MTSS are reviewed

Plan to Monitor Progress Toward G1. 8

Review of iReady math data for ELL students

Person Responsible

Joan Malotka

Schedule

Quarterly, from 9/20/2017 to 5/16/2018

Evidence of Completion

Agenda and meeting notes from MTSS meetings, where iReady math data for K-5 students and progress monitoring data for select students through MTSS are reviewed

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. If all instructional personnel actively engage in the PLC process, focusing on reading and math, then proficiency for students in Kindergarten through 5th Grade will increase. **1**

 G095417

G1.B1 ELL students' limited command of the English language hinders proficiency in grade-level mathematics, which requires a significant amount of grade-level reading ability. **2**

 B256884

G1.B1.S1 ELL paraprofessionals providing monolingual classroom teachers with support in communicating grade-level content **4**

 S271752

Strategy Rationale

While monolingual classroom teachers possess ESOL teaching strategies, often student learning can be accelerated by having dual-language support as needed.

Action Step 1 **5**

ELL support will be provided by paraprofessionals and the ESOL Educational Specialist in the general classroom.

Person Responsible

Evelyn Cunningham

Schedule

Daily, from 8/17/2017 to 5/24/2018

Evidence of Completion

schedules, observations, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Communication with the ESOL support team

Person Responsible

Susan Cavinee

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

ELL paraprofessionals' schedules and visibility during walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of iReady reading data

Person Responsible

Pauline Waggoner

Schedule

Quarterly, from 8/23/2017 to 5/16/2018

Evidence of Completion

Leadership and MTSS meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of iReady math data

Person Responsible

Pauline Waggoner

Schedule

Quarterly, from 8/23/2017 to 5/16/2018

Evidence of Completion

Leadership and MTSS meeting notes

G1.B1.S2 Teachers working in collaborative teams to create and deliver formative reading and math assessments where all student data is disaggregated 4

 S271753

Strategy Rationale

By analyzing student response to instruction, we will determine if instructional strategies are successful in increasing reading and math proficiency for ELL students.

Action Step 1 5

Regular collaborative meetings (PLCs)

Person Responsible

Susan Cavinee

Schedule

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

Evidence of Completion

Copies of meeting work products (norms, SMART goals, assessments, scales, etc.)

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PLCs to meet in specific locations at specific times

Person Responsible

Pauline Waggoner

Schedule

Biweekly, from 8/16/2017 to 5/16/2018

Evidence of Completion

Visibility during walkthroughs; work products turned in by PLCs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review of iReady reading and math data

Person Responsible

Connie Kocher

Schedule

Every 2 Months, from 8/23/2017 to 5/16/2018

Evidence of Completion

Agenda and meeting notes from MTSS meetings, where iReady reading and math data for K-5 students and progress monitoring data for select students through MTSS are reviewed

G1.B2 ESE students' lack of understanding of grade-level standards 2

 B256885

G1.B2.S1 Teachers will work in collaborative teams to create and deliver formative reading and math assessments where all student data is disaggregated. 4

 S271754

Strategy Rationale

By analyzing student response to reading and math instruction we will be able to determine if instructional strategies are successful in increasing proficiency for ELL students.

Action Step 1 5

Instructional personnel will have regular collaborative meetings (PLCs).

Person Responsible

Susan Cavinee

Schedule

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

Evidence of Completion

Copies of meeting work products (norms, SMART goals, assessments, scales, etc.)

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

PLCs will meet in specific locations at specific times.

Person Responsible

Pauline Waggoner

Schedule

Biweekly, from 8/16/2017 to 5/16/2018

Evidence of Completion

Visibility during walkthroughs; work products turned in by PLCs

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

Review of iReady reading and math data

Person Responsible

Jacqueline Acosta

Schedule

Quarterly, from 8/23/2017 to 5/16/2018

Evidence of Completion

Leadership and MTSS meeting notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M389845	Review of iReady reading data for ELL students	Malotka, Joan	9/20/2017	Agenda and meeting notes from MTSS meetings, where iReady reading data for K-5 students and progress monitoring data for select students through MTSS are reviewed	5/16/2018 quarterly
G1.MA2 M389846	Review of iReady math data for ELL students	Malotka, Joan	9/20/2017	Agenda and meeting notes from MTSS meetings, where iReady math data for K-5 students and progress monitoring data for select students through MTSS are reviewed	5/16/2018 quarterly
G1.B1.S1.MA1 M389838	Review of iReady reading data	Waggoner, Pauline	8/23/2017	Leadership and MTSS meeting notes	5/16/2018 quarterly
G1.B1.S1.MA3 M389839	Review of iReady math data	Waggoner, Pauline	8/23/2017	Leadership and MTSS meeting notes	5/16/2018 quarterly
G1.B2.S1.MA1 M389843	Review of iReady reading and math data	Acosta, Jacqueline	8/23/2017	Leadership and MTSS meeting notes	5/16/2018 quarterly
G1.B2.S1.MA1 M389844	PLCs will meet in specific locations at specific times.	Waggoner, Pauline	8/16/2017	Visibility during walkthroughs; work products turned in by PLCs	5/16/2018 biweekly
G1.B1.S2.MA1 M389841	Review of iReady reading and math data	Kocher, Connie	8/23/2017	Agenda and meeting notes from MTSS meetings, where iReady reading and math data for K-5 students and progress monitoring data for select students through MTSS are reviewed	5/16/2018 every-2-months
G1.B1.S2.MA1 M389842	PLCs to meet in specific locations at specific times	Waggoner, Pauline	8/16/2017	Visibility during walkthroughs; work products turned in by PLCs	5/16/2018 biweekly
G1.B2.S1.A1 A364377	Instructional personnel will have regular collaborative meetings (PLCs).	Cavinee, Susan	8/23/2017	Copies of meeting work products (norms, SMART goals, assessments, scales, etc.)	5/23/2018 biweekly
G1.B1.S2.A1 A364376	Regular collaborative meetings (PLCs)	Cavinee, Susan	8/23/2017	Copies of meeting work products (norms, SMART goals, assessments, scales, etc.)	5/23/2018 biweekly
G1.B1.S1.MA1 M389840	Communication with the ESOL support team	Cavinee, Susan	8/21/2017	ELL paraprofessionals' schedules and visibility during walkthroughs	5/24/2018 biweekly
G1.B1.S1.A1 A364375	ELL support will be provided by paraprofessionals and the ESOL Educational Specialist in the...	Cunningham, Evelyn	8/17/2017	schedules, observations, walkthroughs	5/24/2018 daily

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	ELL support will be provided by paraprofessionals and the ESOL Educational Specialist in the general classroom.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0701 - Mill Creek Elementary School			\$0.00
			<i>Notes: Professional Development is at no cost to the school.</i>			
2	G1.B1.S2.A1	Regular collaborative meetings (PLCs)				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0701 - Mill Creek Elementary School			\$0.00
			<i>Notes: PLCs take place during the school day at no cost to the school.</i>			
3	G1.B2.S1.A1	Instructional personnel will have regular collaborative meetings (PLCs).				\$0.00
					Total:	\$0.00