
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	30
Budget to Support Goals	31

Mill Creek Elementary School

1700 MILL SLOUGH RD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Latricia Pinder

Start Date for this Principal: 6/28/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (51%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	31

Mill Creek Elementary School

1700 MILL SLOUGH RD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cavinee, Susan	Principal	Oversee the management of the school; MTSS, Stocktake, delivery of instruction, hire personnel, observe and evaluate employees, manage the budgets, make schedules, handle discipline, PLCs, and much more.
Hiltunen, Catherine	Assistant Principal	Assist in overseeing the management of the school; PLCs, MTSS, Stocktake, safety of campus, hire personnel, observe and evaluate employees, delivery of instruction, discipline, and several other tasks as assigned.
Acosta, Jacqueline	Math Coach	Provide PD for teachers of math and science, plan lessons with teachers, collect resources for teachers, model lessons for teachers and paraprofessionals, and has data chats with individuals and groups of teachers and students. Canvas Captain, DPC, create schedules for math and science assessments, assess students, and provide interventions for students. Member of MTSS, Leadership Team, and PLCs. Is the teacher of record for a current 4th grade vacancy, and writes lesson plans for the other instructional vacancy positions. Is the liaison for environmental field trips, and is in charge of the Success Maker program.
Kocher, Connie	Reading Coach	Provide PD for teachers of reading and writing, plan lessons with teachers, collect and distribute resources for teachers, model lessons for teachers and the Gen. Ed. and ESOL paraprofessionals. Create schedules for paraprofessionals to provide interventions for students. Has data chats with individuals and groups of teachers and students. Create assessment schedules for reading and writing, and provides interventions for students. Member of MTSS, Leadership Team, and PLCs. Creates iii groups and trains and provides resources for the interventionists. Member of the Reading Leadership Team that conducts weekly walkthroughs. Is the teacher of record for a current 5th grade vacancy, and writes lesson plans for the other instructional vacancy positions.
Crouch, Derek	School Counselor	Meet with students as needed. Communicates with parents. Coordinator of 504s. Member of the MTSS and Threat Assessment teams. Schedules Panorama Survey, reviews and shares results. Over sees the PBIS program. Provides Safe School lessons to select grade levels.
Malotka, Joan	School Counselor	Meets with students and parents as needed. Assists with assigning students to teachers building classes. School-wide MTSS coach and helps grade level MTSS liaisons with responsibilities. Create parent accnts n the Parent Portal, helps parents navigate the Parent Portal. School-wide test coordinator for FSA, FSAA, and ACCESS.

Demographic Information

Principal start date

Tuesday 6/28/2011, Latricia Pinder

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

51

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

755

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	113	99	103	122	136	135	0	0	0	0	0	0	0	708
Attendance below 90 percent	29	41	40	50	52	51	0	0	0	0	0	0	0	263
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	35	54	45	0	0	0	0	0	0	0	134
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	55	40	0	0	0	0	0	0	0	131
Number of students with a substantial reading deficiency	24	34	46	30	35	37	0	0	0	0	0	0	0	206

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	13	27	33	0	0	0	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - As Reported

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	
Number of students enrolled	103	127	138	140	121	158	0	0	0	0	0	0	0	787
Attendance below 90 percent	29	26	26	25	22	22	0	0	0	0	0	0	0	150
One or more suspensions	2	0	2	3	3	4	0	0	0	0	0	0	0	14
Course failure in ELA	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Course failure in Math	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	35	54	45	0	0	0	0	0	0	0	134
Level 1 on 2019 statewide Math assessment	0	0	0	36	55	40	0	0	0	0	0	0	0	131

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	0	2	30	40	40	0	0	0	0	0	0	0	118

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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	
Number of students enrolled	103	127	138	140	121	158	0	0	0	0	0	0	0	787
Attendance below 90 percent	29	26	26	25	22	22	0	0	0	0	0	0	0	150
One or more suspensions	2	0	2	3	3	4	0	0	0	0	0	0	0	14
Course failure in ELA	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Course failure in Math	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	35	54	45	0	0	0	0	0	0	0	134
Level 1 on 2019 statewide Math assessment	0	0	0	36	55	40	0	0	0	0	0	0	0	131

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	0	2	30	40	40	0	0	0	0	0	0	0	118

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	53%	57%	50%	51%	56%
ELA Learning Gains				51%	56%	58%	53%	54%	55%
ELA Lowest 25th Percentile				39%	51%	53%	42%	46%	48%
Math Achievement				56%	55%	63%	54%	54%	62%
Math Learning Gains				60%	59%	62%	55%	56%	59%
Math Lowest 25th Percentile				49%	45%	51%	51%	42%	47%
Science Achievement				58%	49%	53%	49%	51%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	51%	-3%	58%	-10%
Cohort Comparison						
04	2021					
	2019	40%	51%	-11%	58%	-18%
Cohort Comparison		-48%				
05	2021					
	2019	46%	48%	-2%	56%	-10%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	54%	4%	62%	-4%
Cohort Comparison						
04	2021					
	2019	44%	53%	-9%	64%	-20%
Cohort Comparison		-58%				
05	2021					
	2019	55%	48%	7%	60%	-5%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	45%	9%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- NWEA
- NSGRA
- DIBELS

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41/45%	23/24%	38/38%
	Economically Disadvantaged	28/45%	13/20%	25/35%
	Students With Disabilities	2/20%	1/11%	0/0%
	English Language Learners	7/37%	4/21%	5/22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41/49%	32/34%	40/40%
	Economically Disadvantaged	24/44%	21/32%	26/36%
	Students With Disabilities	1/9%	1/11%	2/18%
	English Language Learners	9/50%	4/21%	6/26%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40/38%	36/32%	47/40%
	Economically Disadvantaged	29/40%	24/30%	35/42%
	Students With Disabilities	3/20%	1/7%	2/13%
	English Language Learners	13/35%	11/26%	16/35%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45/43%	24/21%	30/26%
	Economically Disadvantaged	32/45%	20/25%	23/28%
	Students With Disabilities	3/20%	2/13%	2/13%
	English Language Learners	14/38%	6/14%	9/20%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64/52%	65/52%	62/48%
	Economically Disadvantaged	41/46%	42/46%	42/46%
	Students With Disabilities	5/29%	7/41%	9/56%
	English Language Learners	23/41%	22/41%	24/42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46/41%	44/36%	57/45%
	Economically Disadvantaged	32/40%	30/33%	40/44%
	Students With Disabilities	5/32%	4/24%	4/25%
	English Language Learners	17/33%	14/26%	24/42%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64/53%	64/50%	69/53%
	Economically Disadvantaged	49/55%	48/50%	51/54%
	Students With Disabilities	0/0%	2/15%	1/8%
	English Language Learners	18/39%	16/32%	22/44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53/50%	55/43%	60/47%
	Economically Disadvantaged	39/50%	39/41%	40/43%
	Students With Disabilities	2/18%	2/15%	4/31%
	English Language Learners	13/34%	14/28%	16/32%

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		48/44%	44/39%	57/48%
	Economically Disadvantaged		27/39%	27/36%	33/45%
	Students With Disabilities		2/13%	3/18%	2/11%
	English Language Learners		15/35%	14/30%	15/29%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		40/37%	32/29%	43/36%
	Economically Disadvantaged		23/33%	20/27%	27/36%
	Students With Disabilities		2/13%	0/0%	0/0%
	English Language Learners		11/26%	7/16%	14/27%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		53/53%	50/47%	69/58%
	Economically Disadvantaged		32/51%	33/46%	43/58%
	Students With Disabilities		3/23%	3/19%	2/11%
	English Language Learners		16/39%	19/44%	23/45%
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	31	40	23	13	10	13				
ELL	32	31	31	34	21	27	31				
BLK	23	27		41	18		33				
HSP	42	34	29	43	26	20	38				
WHT	54	24		51	24		59				
FRL	39	26	13	41	23	13	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	26	26	16	45	44	33				
ELL	36	48	44	52	58	47	49				
BLK	40	51	53	46	51	38	60				
HSP	47	51	39	57	61	58	54				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	63	47		66	66		70				
FRL	45	47	35	55	61	53	61				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	35	33	22	46	38	17				
ELL	29	49	37	36	52	50	28				
BLK	43	52	55	52	60	64	50				
HSP	49	54	39	51	54	52	46				
WHT	60	46		63	54		59				
FRL	45	50	35	50	51	48	42				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ESE, ELL, black, and Hispanic students are not making adequate progress towards proficiency reading and/or math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

SWD demonstrate the greatest need for improvement in ELA and math. Black students scoring in the lowest 25%tile of math are demonstrating a need to improve math skills. Hispanic students scoring in lowest 25%tile of reading are demonstrating a need to improve reading skills.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Decreasing the number of VE teachers working with ESE students has contributed to the lack of progress towards proficiency. Also decreasing the number of paraprofessionals has contributed to this lack of progress. Teachers do need to provide more authentic Tier I instruction with rigorous and grade level learning tasks. The need for paraprofessionals to cover absentee teachers takes time away from adults working with students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Comparing NWEA Progress monitoring data from Winter to Spring 2021, improvement was shown in the following three areas.

1. Grade 3 ELL students increased 16% on the Math NWEA.
2. Grade 3 students with disabilities increased 15% on the ELA NWEA.
3. Grade 4 students with disabilities increased 16% on the Math NWEA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Additional math support was provided by the math coach to students in the morning before school. ELL paraprofessionals provided some pre-teaching for their small groups. Teachers working on their Reading Endorsement selected students for additional reading support. The math coach modeled lessons for teachers and conducted side-by-side coaching. Some third grade teachers allowed students to come to class early and used this time for homework help and/or remediation, and/or extra computer time.

What strategies will need to be implemented in order to accelerate learning?

Students will be given opportunities to build vocabulary through using flocabulary and grade level text. They will participate in rigorous tasks imbedded in the CUPs, that require collaboration which will deepen understanding of the grade level content. Teachers will monitor student progress and students will track their own progress towards the standards. Teachers will provide scaffolds to help all students access grade level content as well as implementing AVID strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Reading Coach and Math Coach will provide professional development to teachers who have students in need of acceleration. In addition, materials, websites, and resources will be provided to teachers. We will also reach out to district resource teachers for additional support and ideas.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The administration will provide feedback to teachers verbally and/or in writing after classroom walk-throughs and observations. The academic coaches will model lessons, provide materials and resources, participate in PLCs, and conduct side-by-side coaching. Teachers will be given opportunities to meet with the academic coaches to review upcoming standards, plan lessons, and prepare for the learning tasks found in the CUPs.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: During the 2020-21 school year, 0% of the employees were enrolled in a leadership class or program. Our school and district recognizes the importance of identifying employees who show leadership qualities. As a result, we are encouraging these individuals to look at the possibility of enrolling in leadership classes or a degree program which could lead him or her into a leadership role as a Academic Coach, or an administrative position in the future.

Measurable Outcome: During the 2021-22 school year, our goal is for 3% of the employees to enroll in leadership classes, a degree program, or take on a leadership role ie: PBIS coach, PLC Lead, Club Sponsor, Yearbook Coordinator, etc.

Monitoring: Having conversations with individuals about his/her goals or vision regarding possible leadership opportunities.
Provide opportunities for individuals to shadow others in leadership roles.
Be a mentor to individuals seeking a degree in leadership.

Person responsible for monitoring outcome: Susan Cavinee (susan.cavinee@osceolaschools.net)

Evidence-based Strategy: As we encourage teachers to take on leadership roles, we want them to see how important their role is in our school and how their role will help to increase student achievement. Effective leader focus on improving organizational performance, but at the same time, he or she realizes that all the organization's members must possess a personal passion to improve organizational performance. (Muhammad and Cruz, 2019)

Rationale for Evidence-based Strategy: Having a strong leadership team and encouraging teachers to take on new leadership roles, increases student achievement and changes the culture of the school.

Action Steps to Implement

Select individuals to express our belief that he/she would be a good leader such as a: PLC Lead, Grade Chair, coach an athletic team, Academic Coach, or an administrator.

Person Responsible Susan Cavinee (susan.cavinee@osceolaschools.net)

Provide a time for individuals to attend a Question/Answer session about the variety of leadership roles at Mill Creek.

Person Responsible Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

As leadership opportunities arise during the school year, ask individuals to take on the role. Examples: overseeing tutoring program, overseeing the quarantine support program, helping to create schedules, and helping in the office during busy mornings and afternoons.

Person Responsible Susan Cavinee (susan.cavinee@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: On the 2021 English Language Arts FSA, 41% of students in grades 3, 4, & 5, scored proficient.

Measurable Outcome: On the 2022 English Language Arts FSA, Reading proficiency will increase to 45% of students in grades 3, 4, & 5.

Monitoring: The Leadership Team and MTSS Team will use NWEA Fall, Winter, and Spring data, to monitor our progress towards this goal.
The Leadership Team and MTSS Team will use NWEA progress monitoring data for specific students to monitor our progress toward this goal.

Person responsible for monitoring outcome: Connie Kocher (connie.kocher@osceolaschools.net)

Evidence-based Strategy: Teachers will follow the CUPs in all grade levels.
Teachers in grades 3rd, 4th, & 5th will implement AVID strategies.
Students in Tier 2 and 3 will use research based, district approved, intervention materials.
Teachers will be encouraged to implement pre-teaching.
Open Court for kindergarten, first and second grades
Interventions will focus on phonemic awareness, phonics, vocabulary and comprehension as determined by the student data.

Rationale for Evidence-based Strategy: The district requires all teachers to follow the CUPs in order to provide a Guaranteed and Viable Curriculum. AVID strategies are shown to help students with organization, increase student achievement, and prepare them for post-high school decisions. "Because AVID is a system of "best teaching," its practices resonate with all students and teachers creating impressive school-wide results." Drumright, Pengra, Potts, 2016.
The intervention materials approved by the district are aligned to the BEST standards and will allow the teacher, academic coaches, administration, and district to monitor student progress.

Action Steps to Implement

100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

Person Responsible Susan Cavinee (susan.cavinee@osceolaschools.net)

T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.

Person Responsible Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

Pre-Teaching strategies for T2

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: On the 2021 Math FSA, 44% of students in grades 3, 4, & 5, scored proficient.

Measurable Outcome: On the 2022 Math FSA, Math proficiency will increase to 49% of students in grades 3, 4, & 5.

Monitoring: The Leadership and MTSS Teams will use NWEA Fall, Winter, and Spring data, to monitor our progress towards this math goal.
The Leadership and MTSS Teams will use NWEA progress monitoring data for specific students to monitor our progress toward this math goal.

Person responsible for monitoring outcome: Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Evidence-based Strategy: Teachers will follow the CUPs in kindergarten through fifth grade.
Teachers in grades 3rd, 4th, & 5th will implement AVID strategies.
Students in Tier 2 and 3 will use research based, district approved, intervention materials.
Teachers will be encouraged to use Kagan Collaborative Structures.
Teachers will use Success Maker for students in Tier 3.

Rationale for Evidence-based Strategy: The district requires all teachers to follow the CUPs in order to provide a Guaranteed and Viable Curriculum. AVID strategies are shown to help students with organization, increase student achievement, and prepare them for post-high school decisions. "Because AVID is a system of "best teaching," its practices resonate with all students and teachers creating impressive school-wide results." Drumright, Pengra, Potts, 2016.
The intervention materials approved by the district are aligned to the BEST standards and will allow the teacher, academic coaches, administration, and district to monitor student progress.

Action Steps to Implement

When reviewing NWEA math data, we will use the Math Decision Tree to place students in Tier 2 or 3 with appropriate interventions. Such as using Success Maker, Florida Ready, Savvas Reteach/Enrich, Animated Math Models, and MDIS resources from Savvas.

Person Responsible Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

The Math Coach will train teachers and the paraprofessionals who provide interventions using the district approved materials listed above: Success Maker, Florida Ready, Savvas Reteach/Enrich, Animated Math Models, and MDIS resources from Savvas.

Person Responsible Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Ensure math iii time is being utilized with fidelity. Teachers and paraprofessionals will work with specific students based on NWEA math data.

Person Responsible Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

Students with disabilities will receive Support Facilitation for math in the Gen. Ed. classroom and intervention support based on their individual needs.

Tanya Badillo and Tasha Saint Pierre , VE teachers, will be responsible for this, although their names do not appear in list of choices.

Person Responsible Susan Cavinee (susan.cavinee@osceolaschools.net)

English Language Learners will have differentiated math instruction based on individual needs and support from the ELL paraprofessionals.

Wanda Hernandez, EES, will be responsible for monitoring this, although her name does not appear in the list of choice.

Person Responsible Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

Interventions will be adjusted as data is reviewed and students will be moved up or down tiers as data indicates.

Person Responsible Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale: On the 2021 Science Assessment, 41% of students in 5th grade scored proficient.

Measurable Outcome: On the 2022 Science Assessment, Science proficiency for 5th grade students will increase to 46%.

Monitoring: The Leadership and MTSS Teams will use NWEA Fall, Winter, and Spring science data, to monitor our progress towards this science goal for students in 3rd, 4th, & 5th grades.

Person responsible for monitoring outcome: Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Evidence-based Strategy: Ensure that science lessons are aligned to the standards as designed in the CUPs. Design the master schedule to have additional minutes for science (more than what the state requires)

Implement AVID strategies as designed in the CUPs. Provide students opportunities to revisit/review previous grade level standards to better prepare for the 5th grade state science assessment.

The 5th grade state science assessment will have questions from previous grade level standards, therefore, we need to revisit and review these standards.

Rationale for Evidence-based Strategy: Providing hands-on activities, inquiry based lessons, friendly competitions, and engaging lessons, will increase student interest and achievement in science. "With more than three decades of research, AVID proves that low income students from limited educational backgrounds can succeed at the highest levels when given support." Drumright, Pengra, Potts, 2016.

Action Steps to Implement

Implement more inquiry based lessons which will align to the AVID strategies.

Person Responsible: Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Ensure that the daily scheduled science time is being utilized specifically for science lessons in all grade levels.

Person Responsible: Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Provide 5th grade students an opportunity to attend our SDOC's Environmental Center.

Person Responsible: Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Organize the House of Science activity for 4th & 5th grades. This monthly activity is a review of current science content, previous grade levels' content, and a competition. Classes are recognized for correct answers and points earned.

Person Responsible: Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Design STEM lessons for 5th grade students to incorporate standards across subject areas.

Person Responsible: Susan Cavinee (susan.cavinee@osceolaschools.net)

Organize a Science Club (aka tutoring) for 4th & 5th grade students.

**Person
Responsible**

Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: On the 2021 Reading FSA, 43% of SWD in 3rd, 4th, & 5th grade scored a level 3 or above.

Measurable Outcome: On the 2022 Reading FSA, 47% of SWD in 3rd, 4th, & 5th grade will score a level 3 or above.

Monitoring: The Leadership Team and MTSS Team will use NWEA Fall, Winter, and Spring data, to monitor our progress towards this ESSA goal.
The Leadership Team and MTSS Team will use NWEA progress monitoring data for specific students to monitor our progress toward this goal.

Person responsible for monitoring outcome: Connie Kocher (connie.kocher@osceolaschools.net)

Evidence-based Strategy: Teachers will follow the CUPs in all grade levels.
Teachers in grades 3rd, 4th, & 5th will implement AVID strategies.
The Self-contained B.E.S.T. standards classroom will follow the CUPs.
Varying Exceptionality teachers will provide support facilitation.
Students in Tier 2 and 3 will use research based, district approved, intervention materials
The district requires all teachers to follow the CUPs in order to provide a Guaranteed and Viable Curriculum. This also includes teachers in self-contained B.E.S.T Standards classrooms. VE teachers will provide Support Facilitation based on students' IEP goals aligned with standards and needs. AVID strategies are shown to help students with organization, increase student achievement, and prepare them for post-high school decisions. "Because AVID is a system of "best teaching," its practices resonate with all students and teachers creating impressive school-wide results." Drumright, Pengra, Potts, 2016.
Rationale for Evidence-based Strategy: The intervention materials approved by the district are aligned to the BEST standards and will allow the teacher, academic coaches, administration, and district to monitor student progress

Action Steps to Implement

When reviewing NWEA data, we will use the ELA Decision Tree to place students in Tier 2 or 3 with appropriate interventions aligned to the IEP for each student.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

The Reading Coach will train teachers, including VE and B.E.S.T Standards classroom, and paraprofessionals in best methods for interventions using the district approved materials

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

Adjust interventions and/or move students up or down tiers as data indicates.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

Students with disabilities will receive Support Facilitation in Gen. Ed. classroom and intervention support based on individual needs.

Students in the self-contained B.E.S.T. Standards classroom will receive Tier 2 and Tier 3 interventions as needed based on data.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

In reference to an additional ESSA subgroup: 23% of black students are proficient in reading. Our Reading Coach will provide professional development to the teachers and paraprofessionals on how to use Corrective Reading, Early Interventions in Reading, Florida Ready, Open Court, and RISE programs.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

In another ESSA subgroup: 20% of ELL students are proficient in reading. Our Reading Coach, along with our EES, will train teachers and paraprofessionals to use Corrective Reading, Early Interventions in Reading, Florida Ready, Open Court, and RISE programs with this group of students.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

#6. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	On the 2021 Spring Panorama Survey, 68% of students, in grades 3, 4, & 5, felt a sense of belonging to the school.
Measurable Outcome:	On the 2022 Spring Panorama Survey, the percentage of students in grades 3, 4, & 5, who feel a sense of belonging to the school will increase to 73%.
Monitoring:	The MTSS team will discuss the Fall Panorama data to determine if we are moving towards our goal of 73% of students having a sense of belonging.
Person responsible for monitoring outcome:	Derek Crouch (derek.crouch@osceolaschools.net)
Evidence-based Strategy:	SEL is a set of teaching strategies and practices that are embedded in our CUPs this year. In addition, SEL truly happens throughout a students' entire day. When teachers incorporate SEL teaching strategies and practices, they are creating a student centered environment. They use teaching techniques that build on students' current knowledge and skills. (Gardner, 1983)
Rationale for Evidence-based Strategy:	As mentioned by Brandon P. Fleming, our Administrator's Welcome Back guest speaker, it is imperative for teachers and school employees to build positive relationships with students.

Action Steps to Implement

Announce student birthdays each morning and on Friday's also announce the weekend birthdays.	
Person Responsible	Susan Cavinee (susan.cavinee@osceolaschools.net)
Recognize students each week for earning a positive referral.	
Person Responsible	Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)
The first Friday of each month, students will be encouraged to a wear college shirt or military shirt. In addition, on the other Fridays, students, faculty, and staff will wear a Mill Creek Spirit shirt.	
Person Responsible	Joan Malotka (joan.maltka@osceolaschools.net)
Recognize students perfect attendance and/or improved attendance.	
Person Responsible	Derek Crouch (derek.crouch@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The majority of our of discipline referrals come from school bus drivers. We will be working with the drivers to implement recognition for students for following bus rules. We will ask drivers to give "Golden Tickets" that students will trade for Gator Bucks and/or to write positive referrals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We invite, and strive to involve, all parents, Prek - 5th grade, in the planning, review, and improvement of Title I programs and our Parent and Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan. We use flyers, Remind, our Website, the marquee, and morning announcements to reach as many parents as possible. We will continue to have some meetings virtually and some will be face-to-face. Parents are asked for their input on activities and trainings provided by the school. We use notes from meetings, conversations, and other areas to write our SIP. The principal and assistant principal attend each PTO and SAC monthly meetings. They also attend school events together to continue to build positive relationships with parents, students, employees, and community members.

Our school shares State and district academic data with parents, teachers, staff, and students on a regular basis. We discuss academic and behavior expectations, and hold students accountable. We are a Positive Behavioral Intervention Support, PBIS, school. Expectations are explained by teachers, administrators, and counselors. We recognize students for making positive choices and following our school-wide PBIS expectations. Teachers establish, model, and practice clear expectations and classroom procedures. Students are expected to be respectful, responsible, safe, and kind. Students are recognized through morning announcements, positive office referrals, and by individual faculty and staff members. They also have opportunities to earn Gator Bucks and spend them at the Gator Store. Our PBIS committee will be lead by one of our guidance counselors and our assistant principal. This team will review discipline and attendance data.

PLCs meet weekly to routinely review data and share teaching ideas. Teachers will also review data specifically related to Tier 2 & 3 student data. The MTSS committee reviews attendance data and assigns specific team members to reach out to students and parents. This committee also reviews academic data for specific students.

The administration ensures that teachers have all the resources, professional development, and support they need to be effective teachers. New teachers are assigned a mentor for additional support. Administration conducts classroom walkthroughs and formal and informal observations. This provides and opportunity for timely constructive feedback.

While the district makes the master schedule, we needed to tweak it a little to meet the needs of lunches, recess, and intervention time. The schedule does have time for collaborative planning among the team as well as the support teachers (VE and intervention) and ELL and Gen. Ed. paraprofessionals.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - Interact with students during arrival, lunch time, and dismissal. Recognize students for positive choices, including earning positive referrals. Recognize students for academic growth and proficiency. Recognizes students' and employee's birthdays on morning announcements. Participates in College and Career Week, School Spirit Days, College Shirt Days, and family engagement events. Communicates with parents on a regular basis.

Assistant Principal - Interact with students during arrival, lunch time, and dismissal. Recognize students for positive choices, including earning positive referrals. Recognize students for academic growth and proficiency. Recognizes students' and employee's birthdays on morning announcements. Participates in College and Career Week, School Spirit Days, College Shirt Days, and family engagement events. Communicates with parents on a regular basis.

Instructional Personnel - Use Gator Bucks to recognize positive choices by students, communicate with parents

regularly. Discuss, create and model classroom and school-wide expectations.

Participate in themed dress days, wear grade level t-shirts, and implement AVID collaboration strategies in the classroom. Write positive referrals.

Reading Coach - Provides interventions to students, meets with parents, models lessons for teachers, provides

professional development for teachers and paraprofessionals. Interacts with students during arrival, lunch time, and dismissal. Recognizes students for proficiency and learning gains in reading and writing. Provides resources for teachers and parents to use for tutoring/remediation for students. Meets with students to give a "pep talk" before district and state assessments.

Math Coach - Provides interventions to students, meets with parents, models lessons for teachers, provides professional development for teachers and paraprofessionals. Interacts with students during arrival, lunch time, and dismissal. Recognizes students for proficiency and learning gains in math and science. Provides tutoring/remediation for students before and/or after school.

Guidance Counselor - meets with students individually or as small groups, interacts with students during lunch

times, meets with parents as needed, recognizes students for positive choices, over sees MTSS procedures and follows up with students and parents. Helps assign students to teachers.

Guidance Counselor - meets with students individually or as small groups, interacts with students during lunch

times, meets with parents as needed, recognizes students for positive choices, over sees PBIS school-wide discipline program, models school wide expectations and procedures.

Follows-up students and parents after meetings.

School Resource Officer - Presence throughout campus throughout the day. Available to students and parents. Visits students during lunch times.

Front Office Staff - Welcoming to students, parents, and visitors. Helpful to all who enter.

Custodial Staff - Interact with students in the cafeteria during lunch times and during dismissal.

Paraprofessionals - Work with students daily in small groups, sub in classrooms, interact with students during

arrival and/or dismissal times, participate in our themed dress days.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Leadership Development				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			0701 - Mill Creek Elementary School			\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0701 - Mill Creek Elementary School			\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0701 - Mill Creek Elementary School			\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000		0701 - Mill Creek Elementary School			\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0701 - Mill Creek Elementary School			\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0701 - Mill Creek Elementary School			\$0.00
					Total:	\$0.00