

St. Johns County School District

MILL CREEK ACADEMY



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The Learning Community of Mill Creek will ensure that ALL achieve their fullest potential through challenging, purposeful learning opportunities where life-long learning becomes a passion!

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kenneth Goodwin

kenneth.goodwin@stjohns.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the principal works with the building leadership team to provide ongoing, job-embedded professional development to build school-wide capacity to

better serve our students.

Leadership Team Member #2

Employee's Name

Jacqueline Ottosen

jacqueline.ottosen@stjohns.k12.fl.us

Position Title

Vice Principal

Job Duties and Responsibilities

The vice principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build schoolwide capacity to better serve our students.

Leadership Team Member #3

Employee's Name

Jill Loughran

jill.loughran@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build schoolwide capacity to better serve our students.

Leadership Team Member #4

Employee's Name

Lisa Sclafani

lisa.sclafani@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build schoolwide capacity to better serve our students.

Leadership Team Member #5

Employee's Name

Chasity Pitre

chasity.pitre@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build schoolwide capacity to better serve our students.

Leadership Team Member #6

Employee's Name

Crystal Kelley

crystal.kelley@stjohns.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

The ILC develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with the whole school screening programs that provide early intervention services for students considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the MTSS team. The ILC plans and provides ongoing, job-embedded professional development to support our instructional staff.

Leadership Team Member #7

Employee's Name

Angie Lindsey

angie.lindsey@stjohns.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

The ILC develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with the whole school screening programs that provide early intervention services for students considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the MTSS team. The ILC plans and provides ongoing, job-embedded professional development to support our instructional staff.

Leadership Team Member #8

Employee's Name

Synethia Williams

synethia.williams@stjohns.k12.fl.us

Position Title

Testing Coordinator

Job Duties and Responsibilities

The testing coordinators organizes and facilitates all state-wide testing. In addition, the testing coordinator collects and analyzes state-wide and common formative assessment testing data. The testing coordinator works with the leadership team and collaborative teams (PLCs) to analyze the data and identify strategic intervention and acceleration strategies.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team reviews student data throughout the year and closely monitors student progress. The school leadership teamwork with grade-level and content area Professional Learning Communities to implement research-based, high-yield strategies to improve student achievement. Ongoing progress is shared with PTA, SAC, and all instructional staff. Needs analysis are conducted and input is received from these various groups to identify strengths and opportunities for growth and then incorporated into the School Improvement Plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school leadership team reviews student data throughout the year and closely monitors student

progress. The school leadership teamwork with grade-level and content area Professional Learning Communities to implement research-based, high-yield strategies to improve student achievement. Ongoing progress is shared with PTA, SAC, and all instructional staff. Through the multiple assessments and data points, we monitor and evaluate our progress towards achieving the goals of the SIP.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	20.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	187	198	172	205	225	280	222	258	226	1,973
Absent 10% or more school days	42	34	35	29	27	52	50	54	53	376
One or more suspensions	1	3	3	5	5	14	16	15	15	77
Course failure in English Language Arts (ELA)	5	0	1	2	0	0	0	1	0	9
Course failure in Math	0	0	0	0	0	0	0	3	0	3
Level 1 on statewide ELA assessment	25	30	33	17	21	29	25	29	20	229
Level 1 on statewide Math assessment	22	19	29	15	11	39	12	15	4	166
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	37	39	42						134
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	8	5	20	16	8					57

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	2	6	1	1	3	11	27

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	0	1	2	0	0	0	1	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	35	20	23	20	30	20	48	50	70	316
One or more suspensions	3	5	3	5	4	10	43	47	51	171
Course failure in English Language Arts (ELA)				8						8
Course failure in Math										0
Level 1 on statewide ELA assessment				15	25	25	38	25	28	156
Level 1 on statewide Math assessment				14	22	19	19	7	7	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	27	35	42						120
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	2	12	10	30					64

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	1	1	4	4	3	19	30	24	89

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	1	3	1			1		12
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	72	78	61	67	74	58	66	72	53
Grade 3 ELA Achievement	75	81	62	72	78	59	66	76	56
ELA Learning Gains	68	68	61	59	65	59			
ELA Lowest 25th Percentile	63	60	55	53	56	54			
Math Achievement*	81	83	62	79	81	59	76	78	55
Math Learning Gains	73	75	60	77	74	61			
Math Lowest 25th Percentile	66	65	53	71	63	56			
Science Achievement	69	75	57	64	72	54	70	74	52
Social Studies Achievement*	94	94	74	87	91	72	88	79	68
Graduation Rate		75	72		71	71		82	74
Middle School Acceleration	67	76	75	70	73	71	66	71	70
College and Career Acceleration		33	56		19	54		32	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	66	61	71	71	59	59	70	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	787
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	70%	73%	66%	65%		65%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	68%	No		
Asian Students	84%	No		
Black/African American Students	59%	No		
Hispanic Students	70%	No		
Multiracial Students	77%	No		
White Students	72%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	72%	75%	68%	63%	81%	73%	66%	69%	94%	67%			59%
Students With Disabilities	42%	43%	56%	56%	56%	59%	51%	36%	81%	33%			
English Language Learners	57%	64%	70%	67%	80%	84%	81%	54%					59%
Asian Students	79%		79%		98%	83%		70%		92%			
Black/African American Students	59%	53%	49%	35%	62%	60%	60%	53%	100%	55%			
Hispanic Students	69%	74%	67%	62%	78%	72%	65%	61%	86%	63%			
Multiracial Students	76%	77%	71%	53%	76%	76%	74%	83%	100%	85%			
White Students	73%	77%	69%	68%	83%	73%	65%	70%	95%	64%			59%
Economically Disadvantaged Students	57%	53%	59%	54%	66%	67%	58%	52%	90%	37%			69%
16/2025													

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%	72%	59%	53%	79%	77%	71%	64%	87%	70%			71%
Students With Disabilities	37%	29%	50%	44%	53%	69%	65%	35%	59%				
English Language Learners	56%		65%	92%	59%	73%							71%
Asian Students	73%		67%		90%	76%		82%	86%	79%			
Black/African American Students	55%		59%	50%	56%	67%	58%	54%	67%				
Hispanic Students	65%	79%	54%	41%	75%	76%	76%	63%	83%	80%			
Multiracial Students	70%	72%	59%	61%	79%	83%	75%	53%	95%	36%			
White Students	67%	71%	59%	54%	80%	78%	72%	65%	89%	70%			
Economically Disadvantaged Students	53%	61%	55%	47%	63%	73%	70%	48%	84%	58%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	66%	66%			76%			70%	88%	66%			59%
Students With Disabilities	36%	28%			42%			32%					
English Language Learners	53%				47%								78%
Asian Students	81%				87%			100%		90%			
Black/African American Students	54%	38%			54%			40%					
Hispanic Students	70%	67%			76%			64%		67%			
Multiracial Students	58%	61%			80%			66%		60%			
White Students	66%	66%			76%			72%	91%	64%			70%
Economically Disadvantaged Students	51%	59%			61%			45%		41%			

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	73%	77%	-4%	57%	16%
ELA	4	74%	75%	-1%	56%	18%
ELA	5	68%	73%	-5%	56%	12%
ELA	6	74%	76%	-2%	60%	14%
ELA	7	70%	74%	-4%	57%	13%
ELA	8	68%	75%	-7%	55%	13%
Math	3	72%	79%	-7%	63%	9%
Math	4	81%	79%	2%	62%	19%
Math	5	70%	74%	-4%	57%	13%
Math	6	78%	81%	-3%	60%	18%
Math	7	60%	63%	-3%	50%	10%
Math	8	91%	83%	8%	57%	34%
Science	5	63%	71%	-8%	55%	8%
Science	8	74%	75%	-1%	49%	25%
Civics		92%	93%	-1%	71%	21%
Algebra		100%	78%	22%	54%	46%
Geometry		100%	74%	26%	54%	46%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Learning gains for the ELA Bottom Quartile. PLC process and a greater emphasis on differentiation of small group instruction, intensive reading instruction through the Science of Reading, and engagement strategies.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Bottom Quartile Learning Gains in Math. Many of our students in the bottom quartile are ESE and have significant gaps in learning. We are providing additional support through Learning Strategies and Intensive Math support.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Bottom Quartiles Learning Gains of Math by 5 points. Common embedded language and small group instruction needs to be a focus.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We are above state average in all learning gain areas. We will continue to focus on Professional Learning Communities, small group differentiated instruction, implementation of Science of Reading, Intensive supports for struggling students, and acceleration for all students.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance is our primary concern.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Accelerate Learning, Close Achievement Gaps, Bottom Quartile

Accelerate learning for all students.

Exceed performance goals for ELA, Math, Science, Social Studies, and EOC Assessments. The focus for ELA and Math is 80%.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically, our learning gains for our bottom quartile in ELA are one of the lowest areas of performance. Grade-level teams will implement differentiated instructional strategies to meet the specific needs of students to accelerate their learning. Grade-level (collaborative teams) will plan and implement standards based differentiated lessons planned, implement, and monitored through the PLC process.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCA will increase Bottom Quartile Learning Gains in ELA to 80% as measured by the B.E.S.T.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student performance will be monitored through common formative assessments (CFA), Progress Monitoring data, Common Focus Quizzes (CFQ), and summative assessments. Collaborative teams will analyze student performance through ongoing cycles of inquiry and make appropriate adjustments to accelerate the learning for all students, in particular our bottom quartile

Person responsible for monitoring outcome

Kenneth Goodwin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional Learning Communities (PLC) will work collaboratively to identify essential standards, create SMART goals, create and utilize common formative assessments, plan standards-based units/lessons, implement the lessons, monitor student performance, and make timely adjustments through ongoing cycles of inquiry.

Rationale:

The collaborative teaming process through ongoing cycles of inquiry are research-based strategies enabling teachers to accelerate the learning of students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Job-embedded professional development during collaborative team planning.

Person Monitoring:

Crystal Kelley

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams work through ongoing cycles during collaborative planning with the ILC, Testing Coordinator, and administrative team.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically, our learning gains for our bottom quartile in math are one of the lowest areas of performance. Grade-level teams will implement differentiated instructional strategies to meet the specific needs of students to accelerate their learning. Grade-level (collaborative teams) will plan and implement standards based differentiated lessons planned, implement, and monitored through the PLC process.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCA will increase Bottom Quartile Learning Gains in Math to 80% as measured by the B.E.S.T.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student performance will be monitored through common formative assessments (CFA), progress monitoring data, Common Focus Quizzes (CFQ), and summative assessments. Collaborative teams will analyze student performance through ongoing cycles of inquiry and make appropriate adjustments to accelerate the learning for all students, in particular our bottom quartile.

Person responsible for monitoring outcome

Kenneth Goodwin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional Learning Communities (PLC) will work collaboratively to identify essential standards, create SMART goals, create and utilize common formative assessments, plan standards-based units/lessons, implement the lessons, monitor student performance, and make timely adjustments through ongoing cycles of inquiry.

Rationale:

The collaborative teaming process through ongoing cycles of inquiry are research-based strategies enabling teachers to accelerate the learning of students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Job-embedded professional professional development during collaborative team planning.

Person Monitoring:

Crystal Kelley

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams work through ongoing cycles of inquiry during collaborative planning with the ILC, Testing

Coordinator, and administrative team.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically, our learning gains for our ESSA subgroup SWD are one of the lowest areas of performance. Grade-level teams will implement differentiated instructional strategies to meet the specific needs of students to accelerate their learning. Grade-level (collaborative teams) will plan and implement standards based differentiated lessons planned, implement, and monitored through the PLC process.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCA will increase SWD Learning Gains in to 75% as measured by the B.E.S.T.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student performance will be monitored through common formative assessments (CFA), progress monitoring data, Common Focus Quizzes (CFQ), and summative assessments. Collaborative teams will analyze student performance through ongoing cycles of inquiry and make appropriate adjustments to accelerate the learning for all students, in particular our bottom quartile.

Person responsible for monitoring outcome

Kenneth Goodwin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional Learning Communities (PLC) will work collaboratively to identify essential standards, create SMART goals, create and utilize common formative assessments, plan standards-based units/

lessons, implement the lessons, monitor student performance, and make timely adjustments through ongoing cycles of inquiry.

Rationale:

The collaborative teaming process through ongoing cycles of inquiry are research-based strategies enabling teachers to accelerate the learning of students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Create time throughout the week for general education and ESE teachers to plan collaboratively.

Person Monitoring:

Kenneth Goodwin

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams work through ongoing cycles of inquiry during collaborative planning with the ILC, Testing Coordinator, and administrative team.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Professional Learning Communities are still building and demonstrate need for increased efficacy. Grade-level teams will implement differentiated instructional strategies to meet the specific needs of students to accelerate their learning. Grade-level (collaborative teams) will plan and implement standards based differentiated lessons planned, implement, and monitored through the PLC process.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCA will work within our Professional Learning Communities to increase student learning gains and

reading and math to 80% as measured by the B.E.S.T.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student performance will be monitored through common formative assessments (CFA), progress monitoring data, Common Focus Quizzes (CFQ), and summative assessments. Collaborative teams will analyze student performance through ongoing cycles of inquiry and make appropriate adjustments to accelerate the learning for all students, in particular our bottom quartile.

Person responsible for monitoring outcome

Kenneth Goodwin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional Learning Communities (PLC) will work collaboratively to identify essential standards, create SMART goals, create and utilize common formative assessments, plan standards-based units/lessons, implement the lessons, monitor student performance, and make timely adjustments through ongoing cycles of inquiry.

Rationale:

The collaborative teaming process through ongoing cycles of inquiry are research-based strategies enabling teachers to accelerate the learning of students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Job-embedded professional development during collaborative team planning.

Person Monitoring:

Crystal Kelley

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams work through ongoing cycles of inquiry during collaborative planning with the ILC, Testing Coordinator, and administrative team

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A consistent behavioral intervention program throughout the school and all grades is important to develop lifelong learners who make responsible choices. Behavioral incidents are just one indicator of student success, as indicated by our Early Warning System. Our Positive Behavioral Interventions and Support (PBIS) Team will work to revise our behavioral program to better serve our students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will reduce behavioral incidents by 5% by the end of the 2025-2026 SY

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our PBIS team will review monthly behavior data in eSP.

Person responsible for monitoring outcome

Jill Loughran

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Utilize PBIS and Character Counts as the foundational approach to behavioral interventions.

Rationale:

PBIS and Character Counts are research-based programs that have demonstrated over time to be effective with students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Revise PBIS Plan.

Person Monitoring:

Jill Loughran

By When/Frequency:

Before the start of the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will meet monthly to review the data and determine necessary updates to improve the effect of the plan.

Action Step #2

Ongoing PBIS training will be provided to committee members who will share the strategies with their colleagues.

Person Monitoring:

Lisa Sclafani

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will meet monthly to review the data and determine necessary updates to improve the effect of the plan.

Action Step #3

Create consistent behavioral expectations throughout school and train teachers.

Person Monitoring:

Jill Loughran

By When/Frequency:

Before the start of the school year and throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will meet monthly to review the data and determine necessary updates to improve the effect of the plan.

Action Step #4

Meet monthly to review data. Make adjustments as needed. Review behavioral expectations at strategic points throughout the school year and conduct in-depth refreshers for students with behavioral challenges.

Person Monitoring:

Jacqueline Ottosen

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will meet monthly to review the data and determine necessary updates to improve the effect of the plan.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00