

St. Johns County School District

MILL CREEK ACADEMY



2026-27 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

Jacqueline Ottosen

jacqueline.ottosen@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

Bruce Allie

bruce.allie@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 #3

Employee's Name

Lauren Robinson

lauren.robinson@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

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 #6

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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	20.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	141	187	207	182	196	217	278	224	268	1,900
Absent 10% or more school days	31	23	27	19	21	32	41	42	50	286
One or more suspensions	0	5	2	6	6	2	20	14	16	71
Course failure in English Language Arts (ELA)	0	0	0	14	5	3	15	2	8	47
Course failure in Math	0	0	0	8	4	4	9	13	20	58
Level 1 on statewide ELA assessment	14	25	28	19	25	18	29	13	27	198
Level 1 on statewide Math assessment	11	17	30	12	26	13	23	11	8	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				6						6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				7	13					20

Current Year 2026-27

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		9	15	22	24	25	18	47	20	180

Current Year 2026-27

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	1	4		4						9
Students retained two or more times										0

Prior Year (2025-26) 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	
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		1	2				1		9
Course failure in Math								3		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

Prior Year (2025-26) 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		1	2	2	6	1	1	3	11	27

Prior Year (2025-26) 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	5		1	2				1		9
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	72	79	64	72	78	61	67	74	58
Grade 3 ELA Achievement	74	81	64	75	81	62	72	78	59
ELA Learning Gains	63	68	62	68	68	61	59	65	59
ELA Lowest 25th Percentile	58	60	55	63	60	55	53	56	54
Math Achievement*	80	83	64	81	83	62	79	81	59
Math Learning Gains	69	72	61	73	75	60	77	74	61
Math Lowest 25th Percentile	64	61	52	66	65	53	71	63	56
Science Achievement	70	75	60	69	75	57	64	72	54
Social Studies Achievement*	90	93	77	94	94	74	87	91	72
Graduation Rate		82	77		75	72		71	71
Middle School Acceleration	78	84	79	67	76	75	70	73	71
College and Career Acceleration		35	61		33	56		19	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		71	59

*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)

2025-26 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	718
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
72%	72%	70%	73%	66%	65%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	58%	No		
Asian Students	85%	No		
Black/African American Students	62%	No		
Hispanic Students	72%	No		
Multiracial Students	75%	No		
White Students	71%	No		
Economically Disadvantaged Students	65%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	72%	74%	63%	58%	80%	69%	64%	70%	90%	78%			
Students With Disabilities	42%	56%	49%	45%	54%	57%	47%	37%	71%	46%			
English Language Learners	53%		64%	55%	64%	61%	52%	52%	60%				
Asian Students	87%		71%	80%	94%	81%		91%		92%			
Black/African American Students	61%	64%	61%	76%	67%	62%	55%	53%					
Hispanic Students	72%	79%	62%	60%	80%	68%	61%	70%	90%	81%			
Multiracial Students	73%	72%	68%	53%	82%	75%	79%	68%	95%	84%			
White Students	71%	73%	62%	55%	80%	67%	64%	70%	89%	75%			
Economically Disadvantaged Students	64%	75%	59%	58%	65%	64%	63%	54%	80%	63%			

21/2026

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%

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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%			

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.

SUBJECT	GRADE	2025-26 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	72%	78%	-6%	60%	12%
ELA	4	66%	74%	-8%	60%	6%
ELA	5	71%	77%	-6%	61%	10%
ELA	6	68%	78%	-10%	62%	6%
ELA	7	76%	77%	-1%	62%	14%
ELA	8	69%	78%	-9%	60%	9%
Math	3	77%	79%	-2%	66%	11%
Math	4	74%	78%	-4%	65%	9%
Math	5	77%	77%	0%	62%	15%
Math	6	73%	80%	-7%	60%	13%
Math	7	67%	62%	5%	53%	14%
Math	8	85%	79%	6%	61%	24%
Science	5	68%	71%	-3%	60%	8%
Science	8	69%	74%	-5%	52%	17%
Civics	8	90%	93%	-3%	75%	15%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	97%	95%	2%	84%	13%
Geometry	8	100%	99%	1%	95%	5%

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?

The accountability component demonstrating the most significant improvement was Middle School Acceleration, which increased from 67 points in 2025 to 78 points in 2026, representing an 11-point gain. This growth reflects the school's intentional focus on expanding access to advanced coursework, increasing student participation in accelerated pathways, and strengthening systems that support student success in high school credit-bearing courses.

Additional areas of positive growth included Science Achievement (69 to 70 points), while ELA Achievement remained stable at 72 points despite increased assessment rigor, and continued to outperform the state average by 8 percentage points.

Several actions contributed to these results:

- Expanded student access to accelerated coursework, including Algebra I and Geometry, while providing targeted academic supports to ensure student success.
- Implemented consistent progress monitoring and data-driven instructional planning through Professional Learning Communities (PLCs).
- Increased the use of benchmark and formative assessment data to identify instructional priorities and provide timely interventions.
- Strengthened standards-aligned Tier 1 instruction with an emphasis on rigorous, grade-level tasks and evidence-based instructional strategies.
- Focused professional learning on literacy across content areas, mathematical reasoning, and effective differentiation to meet diverse learner needs.
- Continued intentional monitoring of student performance through leadership data reviews, instructional walkthroughs, and collaborative teacher planning.

The school's comprehensive analysis of grade-level data also demonstrated strong performance across elementary literacy and mathematics, particularly in foundational reading skills, informational reading, and mathematical reasoning. These analyses have informed a more targeted instructional approach for the coming school year, with a focus on strengthening higher-order comprehension, analytical thinking, and problem-solving while maintaining the instructional practices that have contributed to sustained student achievement.

Lowest Performance

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

The school's lowest-performing accountability component was ELA Lowest 25th Percentile, which earned 58 points in 2026. While this reflects improvement over 2024 (53 points), performance declined from 63 points in 2025 and remains below the district average of 60 points. This trend indicates that although overall reading achievement has remained stable, the school continues to face challenges accelerating learning for its most academically vulnerable readers.

Analysis of schoolwide and grade-level data identified several contributing factors. Across grades 3–5, students consistently demonstrated stronger performance in foundational comprehension and vocabulary while showing greater difficulty with higher-order literacy skills such as inference, author's craft, analyzing text structure, synthesizing information across texts, and supporting ideas with textual evidence. These benchmark patterns suggest that many students in the lowest quartile require additional instructional support in applying reading strategies to increasingly complex texts.

Subgroup data further highlight achievement gaps among Students with Disabilities (42% ELA Achievement), English Language Learners (53%), and Economically Disadvantaged Students (64%), indicating that these populations require continued targeted interventions and differentiated instructional support.

Despite these challenges, several positive trends provide a strong foundation for improvement. Overall ELA Achievement remained stable at 72%, outperforming the state average by 8 percentage points, and grade-level analyses revealed consistent strengths across literary and informational reading. Teachers have strengthened Tier 1 instruction through data-driven PLCs, benchmark analysis, and progress monitoring. Moving forward, the school will build upon these practices by increasing targeted interventions, strengthening evidence-based comprehension instruction, and providing additional opportunities for students to engage with rigorous, grade-level texts while receiving differentiated support to accelerate growth.

Greatest Decline

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

The accountability component that experienced the greatest decline from the prior year was ELA Lowest 25th Percentile, which decreased from 63 points in 2025 to 58 points in 2026. While overall ELA Achievement remained stable at 72 points and continued to exceed the state average, accelerating growth for the school's lowest-performing readers remains an area of need.

Several factors contributed to this decline. Analysis of schoolwide and grade-level literacy data

indicates that students demonstrated stronger performance in foundational comprehension and vocabulary while continuing to experience challenges with higher-order reading skills, including inference, author's craft, synthesizing information across texts, and supporting ideas with textual evidence. These increasingly rigorous literacy expectations had the greatest impact on students requiring intensive intervention.

Subgroup performance also suggests that Students with Disabilities, English Language Learners, and Economically Disadvantaged Students continue to require additional targeted support to accelerate learning. Although teachers implemented standards-aligned Tier 1 instruction, collaborative PLC planning, and progress monitoring throughout the year, some students in the lowest quartile required more intensive intervention and additional opportunities to engage with complex grade-level texts supported through differentiated instruction.

To address this decline, the school will continue strengthening its Multi-Tiered System of Supports (MTSS) by using frequent progress monitoring, data-informed small-group instruction, evidence-based literacy interventions, and intentional instructional planning focused on analytical comprehension and vocabulary development. These actions will support accelerated growth while maintaining the school's strong overall achievement in English Language Arts.

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.

The accountability component with the greatest positive gap compared to the state average was Middle School Acceleration, with the school earning 78 points compared to the state average of 61 points, a 17-point difference. This reflects the school's continued commitment to preparing students for high school success through expanded access to rigorous coursework and intentional support for students enrolled in accelerated programs.

Several factors contributed to this strong performance. The school has prioritized enrollment in advanced coursework, including Algebra I and Geometry, while providing academic supports, progress monitoring, and collaborative teacher planning to ensure student success. School leaders and teachers have also maintained high expectations through data-driven decision making, consistent PLC collaboration, and ongoing monitoring of student performance, allowing interventions to be implemented before students fall behind.

This success aligns with broader instructional trends observed throughout the school's data. Across elementary grades, students demonstrated strong foundational literacy and mathematics skills, while middle school students continued to build analytical thinking and mathematical reasoning through

rigorous, standards-aligned instruction. These efforts have contributed to strong overall academic achievement and positioned students for success in accelerated coursework.

The school will continue to expand equitable access to acceleration opportunities while maintaining the instructional systems and supports that have contributed to sustained student success. At the same time, lessons learned from these successful practices will be leveraged to strengthen other accountability areas, particularly supporting growth for the lowest-performing quartile of students.

EWS Areas of Concern

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

1. Students Requiring Intensive Academic Support in Literacy

Although the school continues to outperform the state in overall English Language Arts achievement, data indicate that students in the lowest quartile continue to require additional support to accelerate growth. Grade-level analyses revealed consistent challenges with higher-order literacy skills, including inference, analyzing author's craft, synthesizing information across texts, and supporting responses with textual evidence. Continued progress monitoring, targeted intervention, and differentiated Tier 1 instruction will be essential to ensure these students make accelerated gains.

2. Achievement Gaps Among Identified Student Subgroups

Performance data indicate that Students with Disabilities, English Language Learners, and Economically Disadvantaged students continue to perform below overall school averages in both reading and mathematics. While many students demonstrated growth, these subgroup trends highlight the need for continued implementation of MTSS, targeted interventions, collaborative data analysis, and instructional supports designed to accelerate achievement while maintaining access to rigorous grade-level instruction.

Highest Priorities

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

Highest Priorities for School Improvement

1. Accelerate Literacy Growth for the Lowest Performing Students

- Strengthen Tier 1 instruction, targeted interventions, and progress monitoring to improve growth for students in the lowest 25th percentile, with an emphasis on higher-order comprehension, vocabulary, and evidence-based analysis.

2. Close Achievement Gaps Among Student Subgroups

- Implement targeted instructional supports through MTSS to improve outcomes for Students with Disabilities, English Language Learners, Economically Disadvantaged students, and other identified subgroups while ensuring equitable access to rigorous grade-level instruction.

3. Strengthen Standards-Aligned Core Instruction

- Enhance Tier 1 instruction through collaborative PLCs, benchmark analysis, high-quality instructional materials, and evidence-based instructional practices that increase student engagement and mastery across all content areas.

4. Improve Mathematics Achievement and Learning Gains

- Increase student proficiency and growth in mathematics by strengthening conceptual understanding, mathematical reasoning, problem-solving, and targeted interventions informed by frequent progress monitoring.

5. Expand Student Readiness Through Rigorous Learning Opportunities

- Continue to increase access to accelerated coursework, enrichment opportunities, and learning experiences while maintaining the systems that have contributed to strong performance in Middle School Acceleration.

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 Collaborative Planning, Instructional Coaching, Intervention, Professional Learning Communities, Small-group Instruction

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.

Mill Creek Academy's primary area of focus is strengthening instructional practices through collaborative planning, instructional coaching, Professional Learning Communities (PLCs), targeted intervention, and differentiated small-group instruction. This comprehensive approach is designed to ensure consistent implementation of high-quality, standards-aligned Tier 1 instruction while providing timely, data-informed supports to meet the diverse academic needs of all students.

At the primary level (K–2), instructional practices will emphasize foundational literacy and mathematics through explicit instruction, progress monitoring, and responsive small-group intervention to build strong reading and numeracy skills. At the intermediate level (Grades 3–5), instruction will focus on developing higher-order literacy skills, mathematical reasoning, and evidence-based problem solving through collaborative planning and targeted instructional adjustments informed by benchmark and FAST data. At the middle school level (Grades 6–8), teachers will strengthen rigorous standards-based instruction, increase opportunities for analytical thinking and real-world application, and continue supporting students through collaborative PLCs and data-driven intervention systems while expanding access to accelerated coursework.

This area of focus was identified through analysis of multiple data sources, including FAST PM3 results, state accountability data, benchmark assessments, subgroup performance, and grade-level domain analyses. Although the school continues to outperform state averages in several accountability components, data identified opportunities to improve growth for students in the lowest quartile, strengthen higher-order literacy skills, increase mathematics learning gains, and reduce achievement gaps among identified student subgroups. Grade-level analyses further revealed consistent strengths in foundational skills alongside opportunities to deepen analytical thinking, evidence-based reasoning, and mathematical problem solving as students progress through each grade band.

Strengthening instructional practices through collaborative planning, instructional coaching, PLCs, intervention, and small-group instruction will ensure that instructional decisions remain data-driven, responsive, and aligned to student needs. These systems will support continuous improvement across all grade levels while accelerating student achievement, closing learning gaps, and preparing every student for future academic success.

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.

During the 2026–2027 school year, Mill Creek Academy will strengthen instructional practices through collaborative planning, instructional coaching, Professional Learning Communities (PLCs), targeted intervention, and differentiated small-group instruction to improve student achievement across all grade levels.

By Spring 2027, the school will achieve the following measurable outcomes:

- Increase English Language Arts (ELA) Achievement from 72% to at least 75% of students scoring Level 3 or higher on the FAST Reading assessment.
- Increase Mathematics Achievement from 80% to at least 83% of students scoring Level 3 or higher on the FAST Mathematics assessment.
- Increase ELA Learning Gains for the Lowest 25% from 58 points to at least 63 points, returning to or exceeding the school's 2025 performance.
- Increase Mathematics Learning Gains from 69 points to at least 73 points through strengthened Tier 1 instruction and targeted intervention.
- Reduce achievement gaps among identified ESSA subgroups by increasing proficiency rates in both English Language Arts and Mathematics through consistent implementation of data-driven instructional practices.

Progress toward these outcomes will be monitored through FAST Progress Monitoring assessments, district benchmark assessments, PLC data cycles, MTSS meetings, classroom walkthroughs, and ongoing analysis of student performance data to ensure instructional adjustments are made throughout the school year.

Monitoring

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

Implementation of this Area of Focus will be monitored through a systematic cycle of collaborative planning, instructional coaching, Professional Learning Community (PLC) meetings, classroom observations, and ongoing data analysis to ensure high-quality instructional practices are consistently implemented across all grade levels.

School administrators, instructional coaches, and teacher leaders will regularly conduct classroom walkthroughs and coaching cycles to monitor the implementation of standards-aligned Tier 1

instruction, differentiated small-group instruction, evidence-based instructional strategies, and targeted interventions. Collaborative planning meetings and PLCs will be used to analyze student work, review formative and benchmark assessment data, identify instructional strengths and needs, and adjust instruction based on student performance.

Student progress will be monitored through FAST Progress Monitoring assessments, district benchmark assessments, classroom formative assessments, intervention progress monitoring, and MTSS data review meetings. Leadership teams will review schoolwide, grade-level, classroom, subgroup, and individual student data throughout the year to evaluate the impact of instructional practices and ensure timely instructional adjustments are made to accelerate student achievement. The effectiveness of this Area of Focus will be measured by increased student proficiency and learning gains in English Language Arts and Mathematics, improved outcomes for the lowest-performing students and identified ESSA subgroups, and evidence of consistent implementation of high-quality instructional practices across classrooms.

Person responsible for monitoring outcome

Principal, Assistant Principals, Instructional Coaches, PLC/Grade-Level or Content-Area Team Leaders

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 (PLCs) utilizing collaborative data analysis and standards-based instructional planning. Teachers will participate in weekly Professional Learning Communities (PLCs) to collaboratively analyze student performance data, identify instructional priorities, develop common formative assessments, and plan standards-aligned lessons. PLCs will use FAST Progress Monitoring, benchmark assessments, classroom assessments, and student work to drive instructional decisions and monitor student growth.

Rationale:

Schoolwide data identified opportunities to improve student achievement by strengthening Tier 1 instruction, accelerating growth for the lowest-performing students, and reducing subgroup achievement gaps. Research demonstrates that collaborative teacher teams focused on student learning improve instructional effectiveness and student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Instructional Coaching Instructional coaching will provide teachers with ongoing job-embedded professional learning through classroom observations, coaching cycles, modeling, feedback, and reflective conversations to strengthen evidence-based instructional practices.

Rationale:

Grade-level and accountability data indicate a need to strengthen instructional consistency, higher-order literacy instruction, mathematical reasoning, and differentiated instruction. Instructional coaching supports effective implementation of research-based instructional strategies and improves student outcomes.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Strengthen Weekly PLC Structures

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

Weekly throughout the 2026–2027 school year, with formal review of implementation and impact at the end of each FAST Progress Monitoring window (PM1, PM2, and PM3).

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

Grade-level and content-area teams will participate in structured weekly PLC meetings focused on standards-aligned collaborative planning, analysis of student work and assessment data, identification of instructional priorities, and development of common formative assessments. Instructional coaches and team leaders will support teams in using a consistent PLC process to ensure meetings remain focused on student learning and responsive instructional planning. The school will monitor implementation and impact through PLC agendas and planning documents, administrator and instructional coach participation, classroom walkthroughs, common formative assessment results, and student performance data. Leadership will periodically review PLC practices and student outcomes to determine whether collaborative planning is resulting in consistent instructional practices and improved student achievement.

Action Step #2

Implement Data-Driven PLC Cycles

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

Ongoing during weekly PLC meetings throughout the 2026–2027 school year, with formal data reviews following district benchmark assessments and each FAST Progress Monitoring window (PM1, PM2, and PM3).

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

Grade-level and content-area PLCs will implement recurring data cycles using FAST Progress Monitoring, district benchmark assessments, common formative assessments, and student work to identify trends, determine student needs, and plan responsive instruction. Teams will use data to identify students requiring additional support or enrichment and develop differentiated Tier 1, small-

group, and intervention strategies.

The school will monitor implementation and impact through PLC data documentation, common assessment results, intervention and small-group progress-monitoring data, FAST results, and classroom walkthroughs. Leadership and instructional coaches will review data trends to determine whether instructional adjustments are resulting in increased proficiency, accelerated learning gains, and improved outcomes for targeted students.

Action Step #3

Monitor Instructional Impact and Adjust

Person Monitoring:

Administration and Instructional Coach

By When/Frequency:

Ongoing throughout the 2026–2027 school year, with classroom walkthroughs and coaching occurring regularly and formal reviews of instructional impact following district benchmark assessments and each FAST Progress Monitoring window (PM1, PM2, and PM3).

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

Administration and instructional coaches will monitor the implementation and impact of PLC-driven instructional decisions through classroom walkthroughs, coaching cycles, student work analysis, and review of student performance data. Feedback and support will be provided to teachers and PLC teams to strengthen instructional practices, address identified needs, and ensure strategies discussed during collaborative planning are consistently implemented in the classroom.

The school will monitor impact by comparing walkthrough trends, coaching data, common formative assessments, district benchmark results, intervention progress-monitoring data, and FAST Progress Monitoring results. Findings will be used to identify areas of strength, determine professional learning or coaching needs, and make timely adjustments to instruction and intervention.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Acceleration

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.

The school will strengthen instructional practices and systems that identify, prepare, enroll, support, and monitor eligible middle school students participating in acceleration opportunities. The focus will be on ensuring that students demonstrate the prerequisite academic skills needed for success, have equitable access to acceleration opportunities, receive standards-aligned instruction and targeted support throughout the course, and successfully complete the applicable high-school-level End of Course Exam.

The school's 2026 School Grade data show a Middle School Acceleration rate of 78%. This represents a strong foundation; however, 22% of eligible acceleration opportunities are not currently

resulting in successful completion for the school-grade component. Increasing successful participation and performance in accelerated pathways will strengthen high school readiness while providing more students with opportunities to earn high-school-level credit before leaving middle school.

The school's approach will therefore move beyond simply enrolling students in accelerated courses. The instructional focus will include early identification of eligible students, analysis of prerequisite skills, differentiated instruction, targeted intervention, frequent progress monitoring, student goal setting, and collaborative review of performance data.

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.

By the end of the 2026–2027 school year, the school will increase Middle School Acceleration from 78% to at least 85% as measured by the Florida School Grades Middle School Acceleration component.

Monitoring

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

The school will maintain a Middle School Acceleration monitoring system that includes:

- identification of eligible students;
- current and prior achievement data;
- accelerated course enrollment;
- prerequisite skill data;
- common assessment and course performance;
- student grades;
- attendance when relevant to instructional progress;
- intervention status;
- EOC; and
- successful completion status.

Data will be reviewed monthly by the middle school instructional leadership team and formally analyzed at the end of each grading period.

Person responsible for monitoring outcome

Principal and Assistant Principals

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:

The school will implement a systematic acceleration support cycle in which eligible students are identified early, readiness is reviewed using multiple sources of academic data, instruction is differentiated according to demonstrated need, and students who are not on track receive increasingly targeted supports. Instructional teams will use student performance evidence to identify prerequisite gaps before those gaps become barriers to success in accelerated coursework. Teachers will provide explicit instruction, scaffolded grade-level and high-school-level tasks, guided practice, academic vocabulary development, opportunities for productive struggle, corrective feedback, and cumulative review. Students who demonstrate difficulty will receive supplemental support through small-group instruction, tutoring, flexible grouping, targeted prerequisite-skill instruction, additional guided practice, and frequent progress monitoring. Florida's MTSS framework emphasizes using multiple sources of assessment data to allocate supports in proportion to student need and adjusting interventions based on student response.

Rationale:

The rationale for this intervention is that acceleration success depends on both access and readiness. Students should not be excluded from appropriate acceleration solely because they require additional support; instead, instruction and intervention should be intentionally layered so that eligible students can successfully engage with rigorous coursework.

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

Identify and Review All Acceleration Eligible Students

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Prior to scheduling; reviewed quarterly

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

The school will develop and maintain a roster of all students who meet eligibility criteria for available middle school acceleration opportunities. The team will examine prior statewide assessment performance, course grades, benchmark data, prerequisite standards, teacher input, and other relevant academic indicators.

Action Step #2

Establish Acceleration Early Warning System

Person Monitoring:

Principal, Assistant Principals, Counselors, Acceleration Teachers

By When/Frequency:

Monthly

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

The school will create a monthly acceleration dashboard identifying each participating student as On Track, Watch, or Intensive Support.

Indicators may include:

standards mastery; common assessment performance; course grade trends; missing assignments; prerequisite skill deficits; assessment projections; attendance patterns affecting instruction; and teacher documentation of student performance.

Students moving into Watch or Intensive Support status will be discussed during the next data review and assigned an instructional response.

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.

Mill Creek Academy is committed to fostering a positive, safe, and inclusive learning environment through the implementation of a comprehensive Schoolwide Positive Behavioral Interventions and Supports (PBIS) framework. PBIS promotes consistent behavioral expectations, positive relationships, student engagement, and a culture where all students feel supported academically, socially, and emotionally.

As a Florida PBIS Gold Model School, Mill Creek Academy has established strong schoolwide systems that promote positive behavior and student success. Analysis of school climate, attendance, discipline, and student performance data indicates that maintaining and strengthening these systems will continue to support student engagement, improve attendance, reduce behavioral disruptions, and maximize instructional time. The school will continue refining PBIS implementation through staff collaboration, consistent behavior expectations, student recognition, restorative practices, and family engagement to ensure every student experiences a positive learning environment that supports academic achievement.

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.

During the 2026–2027 school year, Mill Creek Academy will strengthen schoolwide PBIS implementation to increase consistent positive recognition, reduce disciplinary incidents, and promote equitable implementation across all grade levels.

Prior-year data show that Mill Creek Academy awarded more than 1.07 million positive PBIS points to

1,945 students, averaging approximately 552 points per student. Data also identified a significant difference across grade bands, with positive recognition decreasing in the middle grades. Discipline data showed positive trends, with office discipline referrals decreasing 4% from 2024–2025 and 23% from 2023–2024, while out-of-school suspensions decreased 27% from 2024–2025 and 38% from 2023–2024.

By the end of the 2026–2027 school year, Mill Creek Academy will:

- Maintain or reduce Office Discipline Referrals (ODRs) by at least 5% from the 2025–2026 baseline.
- Maintain or reduce Out-of-School Suspensions (OSS) by at least 5% from the 2025–2026 baseline.
- Increase consistent PBIS positive recognition in Grades 6–8, with a specific focus on reducing the disparity in recognition between elementary and middle school students.
- Increase equitable positive recognition across student groups by monitoring PBIS points by grade level, student subgroup, and individual student to identify students receiving limited or no positive recognition.
- Maintain schoolwide implementation of the Mustangs LEAD expectations through explicit teaching, modeling, reinforcement, and recognition across classrooms and common areas. The schoolwide framework provides common behavioral language and shared expectations throughout the school community.

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.

Implementation and impact of the PBIS Area of Focus will be monitored through ongoing review of PBIS positive recognition data, Office Discipline Referrals (ODRs), Out-of-School Suspensions (OSS), attendance, and behavioral trends across grade levels and student subgroups. The PBIS team and school administration will review data regularly to identify patterns in student behavior, locations and times of concern, consistency of positive recognition, and students or groups requiring additional support.

PBIS implementation will also be monitored through classroom and common-area walkthroughs, staff feedback, PBIS team meetings, and review of the consistent teaching and reinforcement of Mustangs LEAD expectations across the K–8 campus. Mustangs LEAD provides a common language and shared expectations across classrooms, hallways, cafeterias, playgrounds, and school events. Ongoing monitoring will allow the school to make timely adjustments to PBIS practices, provide targeted support where behavioral or recognition disparities are identified, and reinforce successful practices. Reducing behavioral disruptions and increasing student engagement will protect instructional time and create classroom environments more conducive to learning, supporting improved attendance, engagement, and academic achievement.

Person responsible for monitoring outcome

Principal, Assistant Principals, PBIS Coordinator/Team Leaders, and School Counselors

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:**Rationale:****Tier of Evidence-based Intervention:****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

Strengthen Consistent Schoolwide PBIS Implementation

Person Monitoring:

Administration and PBIS Leadership Team

By When/Frequency:

Ongoing throughout the 2026–2027 school year, with explicit teaching of Mustangs LEAD expectations at the beginning of the year and scheduled booster/reteaching opportunities quarterly and following identified behavioral trends.

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

Re-teach and reinforce Mustangs LEAD expectations across K–8 classrooms and common areas, with intentional booster lessons throughout the year. Staff will consistently model, teach, and recognize expected behaviors to create a predictable schoolwide environment. Mustangs LEAD is designed to provide common language and shared expectations throughout the school community

Action Step #2

Increase Equitable Positive Recognition

Person Monitoring:

PBIS Leadership Team and Administration

By When/Frequency:

Ongoing throughout the 2026–2027 school year, with PBIS recognition data reviewed monthly by grade level, student subgroup, and staff member to identify trends, celebrate progress, and address disparities in positive recognition

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

Strengthen consistent use of PBIS positive recognition across all grade levels, with particular attention to grade levels and student groups receiving fewer acknowledgements. PBIS point data will

be reviewed regularly to identify recognition patterns and provide staff support, reminders, celebrations, and strategies to increase equitable recognition. Prior-year analysis specifically identified a need to continue monitoring recognition by ethnicity, grade level, and staff member

Action Step #3

Use Discipline & PBIS Data for Responsive Support

Person Monitoring:

Administration, PBIS Leadership Team, and School Counselors

By When/Frequency:

Ongoing throughout the 2026–2027 school year, with discipline, attendance, and PBIS data reviewed monthly by the PBIS Leadership Team and administration. Additional data reviews will occur following identified increases or emerging behavioral trends to determine appropriate reteaching, interventions, and student supports.

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

Conduct regular PBIS data reviews to analyze ODRs, OSS, attendance, positive recognition, behavior types, locations, grade levels, and student trends. The PBIS team will use findings to identify emerging concerns and determine appropriate schoolwide reteaching, targeted interventions, or additional student supports. This builds on the positive discipline trend already evident in the data, including year-over-year reductions in both ODRs and OSS

Area of Focus #2

Student Attendance

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 review of prior-year attendance data identified chronic absenteeism as a crucial schoolwide area of focus. Of the school's 1,900 students, 286 students, approximately 15.1%, were absent for 10% or more of the school year. Missing this amount of instructional time can negatively affect academic achievement, skill development, engagement, and students' sense of connection to school.

Attendance concerns can be especially significant in elementary grades, when foundational skills are developed, and in middle school, when coursework becomes increasingly rigorous and cumulative. Overall, the data demonstrate a schoolwide need, with the greatest urgency in Kindergarten, Grade 7, and Grade 8. Grades 5 and 6 also warrant targeted attention because nearly 15% of students in each grade were absent for 10% or more of the school year.

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.

During the prior school year, 286 of 1,900 students (15.1%) were absent for 10% or more of enrolled

school days. By the end of the 2026–2027 school year, Mill Creek Academy will reduce the percentage of students absent for 10% or more of their enrolled school days by at least 20% in each grade level. This will decrease the schoolwide chronic absenteeism rate from 15.1% to no more than 12.1%.

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.

Mill Creek Academy will monitor attendance data regularly to determine progress toward reducing the percentage of students absent for 10% or more of their enrolled school days by at least 20% at each grade level. Attendance will be reviewed through the following process:

- Schoolwide and grade-level attendance data will be reviewed monthly by school administration and the attendance team.
- Students approaching or exceeding the 10% absence threshold will be identified through early-warning attendance reports.
- Data will be disaggregated by grade level, student subgroup, excused and unexcused absences, and frequency or pattern of absences.
- Kindergarten, Grade 7, and Grade 8 will receive additional monitoring because they had the highest prior year chronic absenteeism rates.
- Families of students demonstrating concerning attendance patterns will receive timely communication and opportunities to participate in problem-solving conferences.
- Individual attendance plans, school-based supports, referrals, and other interventions will be implemented based on identified barriers.
- The effectiveness of interventions will be reviewed at least every four weeks. Supports will be continued, intensified, or revised according to each student's response.
- Quarterly progress will be compared with prior year data and the annual grade-level targets. Findings will be shared with faculty, the School Advisory Council, and other relevant stakeholders.

Attendance data will also be reviewed alongside academic indicators, including classroom performance, progress-monitoring results, course grades, intervention data, and benchmark assessments. This combined review will help determine whether students with attendance concerns are experiencing learning gaps and require additional academic support.

Ongoing monitoring will improve student achievement by allowing the school to identify attendance concerns before students accumulate significant missed instructional time. Earlier intervention will increase students' access to core instruction, targeted interventions, collaborative learning, and consistent feedback from teachers. As attendance improves, students will have greater opportunities to master grade-level standards, maintain academic progress, build strong relationships with teachers and peers, and remain engaged in school. Monitoring both attendance and academic performance

will also help the school determine whether its strategies are producing the desired outcome and make timely adjustments when progress is insufficient.

Person responsible for monitoring outcome

Principal and Assistant Principals

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:

Families will receive timely, positive, and personalized messages about their child's attendance. Communications will include the student's name, current number of absences, the academic importance of regular attendance, and an invitation to contact the school for support. Students with developing concerns will receive increasingly personalized outreach, including telephone calls, conferences, and collaborative attendance plans.

Rationale:

Families may not recognize how quickly individual absences accumulate or how excused and unexcused absences both reduce access to instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The school will use an early-warning process to identify students who are chronically absent or at risk of becoming chronically absent. Attendance will be monitored as a percentage of enrolled school days rather than waiting for students to accumulate a fixed number of absences. Students will be identified at progressive thresholds and matched with supports based on their needs.

Rationale:

The prior-year data show a schoolwide need: 286 of 1,900 students, or 15.1%, missed 10% or more of school days. Rates ranged from 10.4% in Grade 3 to 22.0% in Kindergarten. An early-warning system allows the school to intervene before students reach the chronic-absence threshold and to match interventions with identified barriers

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Students with recurring absences or limited response to family outreach may be assigned a designated staff mentor. The mentor will welcome the student, conduct regular check-ins, review attendance and academic progress, help establish short-term goals, recognize improvement, and coordinate with the student's family and teachers. The frequency and format of check-ins will be developmentally appropriate.

Rationale:

A consistent connection with a caring adult can strengthen belonging, identify barriers early, and provide accountability and encouragement.

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

Monitoring and Communication

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Monthly and at identified thresholds.

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

Establish standard attendance thresholds for communication at 5%, 8%, and 10% of enrolled days missed.

Provide families with schoolwide information explaining the relationship between attendance and achievement.

Send personalized messages to families when students reach established thresholds.

Include the student's cumulative absences and an invitation to discuss possible barriers.

Conduct personal outreach or a family conference when absences continue after initial messaging.

Create an individualized attendance plan when a student reaches or exceeds the 10% threshold.

Document all communication, conferences, supports, and follow-up actions.

Review message templates to ensure communication is supportive, culturally responsive, understandable, and available in the family's preferred language when needed.

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, TSI, 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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