

**MILLCREEK ELEMENTARY**

**SCHOOL IMPROVEMENT PLAN 2010-2012**



**Plan Approved by the School Council:**

**March 17, 2011; Revised August 2011**

The MILLCREEK ELEMENTARY SCHOOL council and school planning committee reviewed the Assurances in the *Comprehensive School Improvement Planning Framework* (2005) prior to approval of our plan.

Lorraine G. Williams  
Chairperson, School Council

**Mission Statement**

Our mission is to help students reach their personal potential by encouraging the development of the whole child - academic, behavioral, emotional, and social. We will do this by building relationships and by providing an empowering, challenging, and respectful learning community.

**Belief Statements**

We believe...

- All decisions should be consistent with our mission and goals, should be data based, should be anchored in sound theory and practice, and should be focused on what is best for the short and long term interests of all students.
- All decisions should be made at the most appropriate level in the organization and should be as close to the point of implementation as possible. The competency and commitment levels of those involved will help determine the appropriate level.
- Our behavior should promote and encourage empowerment throughout our organization. Empowerment should be highly individualized and be a function of their development on the maturity continuum within the context of Belief Statement # 1.
- We have an obligation to establish and maintain cohesive interdependent teams that have a high commitment to the organization's mission and goals.
- Our behavior should promote and encourage professional autonomy and growth from independence to interdependence for individuals and teams throughout the organization.
- We have an obligation to build in quality control and quality assurance strategies throughout the organization.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN  
EXECUTIVE SUMMARY:

Executive Summary

Millcreek Elementary continues to work towards achieving proficiency for every student.

Content Focus: Our actions address the following content areas: Reading, On Demand Writing, Math, Science, Social Studies and Arts & Humanities. We aim to increase the rigor of the curriculum and assessment in these content areas in order to achieve proficiency in accordance with NCLB AYP and KCCT state assessment.

Gap Closure: We strive to close the achievement gap in the following subpopulations: African American as specified in our 2012 SB168 Goals: African-American – 81% Reading; 76% Math and all subpopulations as specified in 2011 – 2012 NCLB.

Culture & Climate: We continue actions that improve positive school culture and climate through our Faculty Advisory Council, Foundations Committee and Instructional Leadership Team.

PROCESS OF DEVELOPING THE COMPREHENSIVE PLAN

This process is completed annually in late spring and early fall. All staff and each committee reviews student data and soft data to determine needs, priorities and objectives. Staff input is given to Council who approve the final SIP draft.

Process summary

Mission & Beliefs

In late Spring 2008, Millcreek began participating in the Organizational Health Project. As a part of this initiative, staff developed and approved a new school vision, mission, and operating beliefs. We are currently sharing this information with parents and the wider community. The PTA and other ad-hoc committees consist of staff volunteers and parent volunteers. Securing parent volunteers has been a challenge.

Needs Assessment Process

The full staff conducted a red flag analysis of the 2008 Kentucky Performance and No Child Left Behind Reports. Council analyzed disaggregated results of 2010 KCCT. Grade level teams disaggregated Dibels and GRADE reading data for 09-10, MAP in reading and math, and conducted a trend analysis of this same data in early fall and late winter. In addition, the staff revised the comprehensive school-wide assessment plan with an intentional focus on reducing gaps in state assessment proficiency as well as increasing rigorous instruction and assessment for the diverse student learning needs. The Primary Teams analyzed results of progress monitoring data and fall and winter benchmark scores; Grades 3-5 analyzed results of 2010 Fall Reading and Math Learning Checks as well as the Spring mid-year assessment.

Determining Priority Needs, Causes, Goals, and Objectives

Using the data results from the above group analyses, staff reviewed the current SIP during a scheduled SIP revision meetings and made recommendations for Council. Council reviewed the recommended SIP in March 2011 and was in consensus with the draft plan. The PTA will review recommendations at the May 2011 meeting. A final review will be held at the June, 2011 Council Meeting.

**Gap Reductions Target(s) for 2012:**

Primary Targets	Content Area	Sub-Group	2010 results	Gaps	2012 School Targets	Projected Increase
X						
Primary	Reading	African American	60.61%	39	81	20 points
Primary	Math	African American	51.52%	49	76	26 points

**Rationale:**

In order to arrive at a realistic goal, the Instructional Leadership Team ( K-5, Special Education, Special Areas, PSA, and Principal) reviewed the 09-10 KCCT, 09-10 Fall & Spring MAP data, GRADE reading, and common KCCT-like assessments in reading and math. We had an overall increase in the percentage of our AA population scoring proficient/distinguished in Reading from year 08-09 to year 09-10 (50% - 61.63%). We had an overall increase in the percentage of our AA population scoring proficient/distinguished in Math from year 08-09 to year 09-10 (45% - 51.5%).

By establishing the projected goal increases shown above, we expect to meet our SB 168 goal by the year 2014.

**2010 NCLB Results:**

	Reading AMO			
	2009		2010	
	No. Students	% Proficient	No. Students	% Proficient (Low, High)
All Students	212	66.98	200	72.00 ( 63.64, 80.36)
White (Non-Hispanic)	116	76.72	114	77.19 ( 66.82, 87.56)
African-American	69	49.28	66	60.61 ( 44.53, 76.69)
Hispanic	12		6	
Asian	2		3	
Limited English Proficiency	9		5	
Free/Reduced Lunch	133	59.40	125	67.20 ( 56.13, 78.27)
With Disability	36	* 36.11	41	*x 41.46 ( 20.39, 62.53)

The graph above presents the 2010 percentage of students at or above proficiency with a 99% confidence interval. The top of the shaded area of the graph indicates the 2010 Annual Measurable Objective (AMO) target.

	Mathematics AMO			
	2009		2010	
	No. Students	% Proficient	No. Students	% Proficient (Low, High)
All Students	212	62.74	200	64.50 ( 55.59, 73.41)
White (Non-Hispanic)	116	73.28	114	72.81 ( 61.82, 83.80)
African-American	69	44.93	66	51.52 ( 35.07, 67.97)
Hispanic	12		6	
Asian	2		3	
Limited English Proficiency	9		5	
Free/Reduced Lunch	133	52.63	125	55.20 ( 43.47, 66.93)
With Disability	36	* 52.78	41	* 41.46 ( 20.39, 62.53)

An NCLB Title 1 parent input meeting was held by the principal October 2010 to discuss our school improvement status as a result of meeting 14 of 15 goals in reading and math.

A SB168 Community meeting was held January 2011 by the principal to discuss new targets in reading and math for fourth and fifth grade. Activities to be carried out to meet those targets were also discussed.

**Implementation and Internal Review**

The plan will be sent to district program coordinators for review and comment. The plan will be revised based on the feedback provided. Committee and council members will review the revisions and approve the revised plan. Implementation of the plan is expected to improve student achievement for all students in all areas. Impact reviews occur monthly in order to ensure continuous

student progress and gap reduction. Council will charge Principal with ensuring actions are implemented. Actions which have little or no impact will be revised or eliminated.

**Communication Plan**

Public comment was secured through parent participation on committees, surveys, and invitations to attend Council meetings to discuss the plan. As a public document, the plan will be available in the school office, library, and on our Council web page. Each council member will receive an electronic copy of the plan, will be able to access the plan electronically on the Council webpage, and a hard copy will be provided if requested. Staff will access an electronic copy on Millcreek SharePoint of the plan to serve as a basis for their work and to be reviewed individually to determine professional development implications for each person’s professional growth plan.

**OHI Structures**

All SBDM Committees are Ad Hoc Committees

INSTRUCTIONAL TEAM LEADERS	FACULTY ADVISORY COUNCIL
Lorraine Williams (Principal) Rachel Smith (PSA) Joan Lilly (Gr. K) Dawn Keith (Gr. 1) Brianna Stiers (Gr. 2) Rebecca Cooper (Gr. 3) Amanda Stewart (Gr. 4) Tammy Drury (Gr. 5) Cyndi Ogden (Special Education) Caryn Raskin (Special Areas) Rebecca Houser (ESL/Intervention)	Lorraine Williams (Principal) Katherine Young (Gr. 5) Anna Sutton (Special Areas) Elizabeth Manion (Gr. K) Amanda Bruner (Gr. 3) Amanda Davidson (Special Education) Sarah Smoak (Classified) Tina McMahan (Intervention)

FOUNDATIONS
Ellen Whitley, Behavior Specialist Melinda McClung, Counselor David Bennett, Special Area Teacher Jill Snyder, Teacher Mark Schmidt, Teacher Morgan Taylor, Teacher Lauren Heffelbower, Teacher Leslie Lim, Teacher Kris Blair – Teacher

**Grade Level Teams 2010-2011**

<b>K – 1 TEAMS</b>	<b>2-3 TEAMS</b>	<b>4-5 TEAMS</b>	<b>SPECIAL AREA TEAM</b>	<b>OTHER SPECIAL SUPPORT SERVICES</b>
Joan Lilly Sarah Hitchcock Elizabeth Manion Stacey Roberts Jill Snyder	Brianna Stiers Lauren Heffelbower Erin Wagner Adara Hammer Rebecca Cooper Amanda Bruner Michele Holleran Kristina Blair Mark Schmidt  Sp Ed -Cyndi Ogden,	Tammy Drury Katherine Young Mackenzie Frankenburger Amanda Stewart Leslie Lim Rachel Hochgesang Carol VanHoose  Sp. Ed. - Amanda Davidson, Leigh Ann Devore	David Bennett Caryn Raskin Anna Sutton Kristen Schlessler Bradley Nunn Yun-Jin Chou	Jessica Gross Lindsay Gayheart Rebecca Houser Julia Karnes Melinda McClung Tina McMahan Minnetta Hatchett Audrey Proctor Melissa Tullis Brianna Tenges

**School Administrative Leadership:** Tina McMahan, Title I Lead Teacher; Melinda McClung, Counselor; Rachel Smith, PSA; Lillian Sundy, FRC Coordinator; Ellen Whitley, Behavior Specialist; Jody James, Cafeteria Manager; Lorraine Williams, Principal

**School Council:**

Lorraine Williams, Principal; Mark Schmidt, Staff; Stacey Roberts, Staff; Tammy Drury, Staff; Pam Bolt, Parent; Josh Piper, Parent, Tresa Lewis, Secretary

**Action Component Academic**

District Name Fayette

School Name Millcreek Elementary

Date Revised March 2011

Component Manager Rachel Smith , PSA

Priority Need	Goal (Addresses the Priority Need)																														
<p>Millcreek had gains in our SB 168 populations; however, our overall proficiency trend continues to fluctuate.</p> <p>2010 SB168 Achievement                      61% for Reading 4th Grade and AA *SB 168                      52% for Math 5th Grade AA *SB 168</p> <table border="0" data-bbox="86 581 1024 764"> <thead> <tr> <th>Population</th> <th>Reading KCCT2010 Percent P/D</th> <th>Math KCCT2010 Percent P/D</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>75</td> <td>65</td> </tr> <tr> <td>SES-F/R Lunch</td> <td>67</td> <td>55</td> </tr> <tr> <td>White (Non-H)</td> <td>77</td> <td>73</td> </tr> <tr> <td>African American</td> <td>61</td> <td>52</td> </tr> </tbody> </table>	Population	Reading KCCT2010 Percent P/D	Math KCCT2010 Percent P/D	All	75	65	SES-F/R Lunch	67	55	White (Non-H)	77	73	African American	61	52	<table border="0" data-bbox="1041 337 1759 553"> <thead> <tr> <th>GOALS Population</th> <th>Reading KCCT2010 Percent P/D</th> <th>Math KCCT2010 Percent P/D</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>80</td> <td>75</td> </tr> <tr> <td>SES-F/R Lunch</td> <td>75</td> <td>70</td> </tr> <tr> <td>White (Non-H)</td> <td>87</td> <td>85</td> </tr> <tr> <td>African American</td> <td>75</td> <td>70</td> </tr> </tbody> </table> <p>2012 SB168 Goals                      Increase by 20 percentage points the reading scores for 4th grade AA population to attain a proficiency of 81%. *SB 168                      Increase by 26 percentage points the reading scores for 5th grade AA population to attain a proficiency of 76%. *SB 168</p>	GOALS Population	Reading KCCT2010 Percent P/D	Math KCCT2010 Percent P/D	All	80	75	SES-F/R Lunch	75	70	White (Non-H)	87	85	African American	75	70
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Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> <li>1. The stability of the Kindergarten team has resulted in a more effective implementation of the Reading First Initiative and therefore resulted in an increase in student proficiency in reading at the kindergarten level.</li> <li>2. Continued staff turnover in the 1st and 2nd grades, coupled with high mobility of the students in these grade levels, have had an impact on the sustainability of the our balanced literacy program implementation and impact on student achievement, even though we see a strengthening in student performance at 1st and second. It is not where we hoped to be after six years in the RF initiative.</li> <li>3. School-wide implementation of Math in Focus Curriculum has improved numeracy and computational understanding. Continued focus on problem-solving and critical thinking applications in mathematics are necessary for continued growth.</li> <li>4. Lack of a systematic structure to address writing to demonstrate learning in all content areas results in low performance on open responses.</li> <li>5. Reading intervention strategies are closing the gap for struggling learners in primary.</li> <li>6. 3rd grade and 5th grade have full time intervention support for reading and math throughout the day.</li> <li>7. There are a significant number of existing students in Grades 4-5 reading more than one year below level. This has necessitated adding intervention for reading at both grade levels.</li> <li>8. Lack of strategic math intervention at 4th grade levels poses a difficulty to close math gaps 4th grade students.</li> <li>9. Lack of a systemic math intervention program at the primary level hinders the closing of math gaps early on in the learning process.</li> <li>10. Teacher participation in professional development programs such as APL and the 5-E strategies are improving student engagement and accountability for learning.</li> <li>11. Improved school-home contacts (home visits for every student) and improved school-parent relationships (Superior Customer Service) are having a positive impact on parent support for student learning and achievement in the school setting.</li> </ol>	<p><b>Objective # A.1</b> Millcreek staff will know, interpret, and implement the Kentucky Common Core Standards in English Language Arts and Mathematics so that the curriculum implemented in literacy and math across the grade levels reflects the knowledge, skills, and abilities expected for 21<sup>st</sup> century learners as measured by 2013 KCCT results in reading and math.</p> <p><b>Objective # A.2</b> Millcreek staff will develop and implement the Writing and Arts &amp; Humanities Program Reviews so that the curriculum implemented in these content areas are comprehensive and reflected in both the specialist and regular classroom teaching and positively impacts the students' knowledge, skills, and abilities expected for a 21<sup>st</sup> cent learning as measured by the rating scores of the 2013 program reviews in writing and arts &amp; humanities.</p> <p><b>Objective # A.3</b> Millcreek staff will implement the Covey Leader in Me Initiative so that students at each grade level can articulate and demonstrate the social and academic behaviors consistent with the 7 Habits of Highly Effective Kids and 21<sup>st</sup> century learners as measured by 2013 KCCT results in reading, math, science, social studies, and on-demand writing; Foundations student attitudinal surveys, and 2013 program reviews in writing and arts &amp; humanities.</p>

**SBDM Council Reporting Timeline - Academic Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>		Review Bylaws	A.1.1 A.1.2	A.1.3	Policy Reviews		A.1.1 A.1.2	A.1.3			Policy Reviews	A.1.1 A.1.2 A.1.3

**Academic Component And Implementation & Impact Form  
(2010-2012 School Years)**

**Component Leader: Rachel Smith PSA**

**Objective # A.1**

Millcreek staff will know, interpret, and implement the Kentucky Common Core Standards in English Language Arts and Mathematics so that the curriculum implemented in literacy and math across the grade levels reflects the knowledge, skills, and abilities expected for 21<sup>st</sup> century learners as measured by 2013 KCCT results in reading, on-demand writing, and math.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A.1.1 Millcreek staff will develop and implement a strategic Action Plan that ensures full implementation of the Kentucky Common Core Standards during the 2011-2012 school year.  <b>ALL TEACHERS</b>	<b>Implementation:</b> When this initiative is fully implemented, the school has a fully developed and implemented ELA and Math curriculum that is strategically taught across the grade levels, each student progresses at least one academic year from where he/she is performing at the beginning of the school year; curriculum gaps are closed using RTI research based strategies, and students' proficiency is increased.	<b>Principal PSA</b>  <b>Writing Cluster Leader</b>  <b>ELA School Representative</b>	<b>March '11</b>  <b>May '12</b>	\$12,000 summer training	District Title I Funds		
				4 PD Days	Title I School/District funds through Release Time Project		
	<b>Short-Term Measures of Success:</b>  Short term success will be measured by the Millcreek Action Plan document developed by June 2011. Action Plans will be electronically generated, housed on Millcreek's website, and available to the public.						

	<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be measured by teacher and student performance on Action Plan goals, established KCCT goals, 2013 NCLB AYP MAP goals, and the 2012 SB168 targets (AA reading &amp; AA math).</p> <p><b>SB168</b></p> <p>Action Plans will be evaluated for impact on student learning based on criteria established in the evaluation component of the plan.</p>						
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**Objective # A.2**  
 Millcreek staff will develop and implement the Writing and Arts & Humanities Program Reviews so that the curriculum implemented in these content areas are comprehensive and reflected in both the specialist and regular classroom teaching and positively impacts the students' knowledge, skills, and abilities expected for a 21<sup>st</sup> cent learning as measured by the rating scores of the 2013 program reviews in writing and arts & humanities.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>Activity A.2.a</b>                      Millcreek staff will develop and implement the School Wide Writing Policy and plan.</p> <p><b>Activity A.2.b</b>                      Millcreek staff will develop and implement and comprehensive, interdisciplinary arts and humanities program that ensures the planned curriculum is taught, uses research-based instructional strategies, and intentionally promotes high student engagement, public performance, development of career understanding, and physical fitness; intentionally</p>	<p><b>Implementation:</b>                      When this initiative is fully implemented, the school has a fully developed and implemented school-wide writing and arts and humanities programs. Student proficient and distinguished performance in constructed responses will meet NCLB requirements in reading and math; KCCT requirements in on-demand writing; and achievement gaps are closed.</p> <p>When this activity/initiative is fully implemented, the PLVS-DANCE and A &amp; H curriculum is strategically taught across the K – 5 grade levels, connected to other content areas, and students' appreciation of the arts and physical fitness is improved and their ability to perform publicly is enhanced. Students will also have an understanding of career opportunities available to them.</p>	PSA, Program Review Team Music, Art, & PLVS-DANCE Specialists	March 2010 through May 2013	2 PD Days	Title I Release Time Project	Partial	The Initial Program Review Team members have attended district meetings and training regarding the Program Reviews. The principal has begun collaboration efforts with SCAPA to plan opportunities for cross-school connections for students' participation in workshops and has planned opportunities for Millcreek students to attend SCAPA productions on a regular, annual basis. The Art and Music teacher continue to support student participation in

<p>identifies and builds on student strengths, monitors student progress through formative and performance assessments.</p> <p><b>Activity A.2.c</b> Millcreek staff will develop and implement a comprehensive arts and humanities program evaluation process.</p>	<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured by the program review documents produced by the program review ad-hoc teams during Fall 2011. The program review documents will be electronically generated, housed on Millcreek’s website, and available to the public. In addition, short term success will be measured by ILT, SBDM, and Team agendas and minutes; lesson plans, student work analyses.</p> <p>Program review results will demonstrate Millcreek has a well defined, high quality school wide writing plan and A&amp; H program as measured by criteria outlined in the Program Review Documents.</p>						<p>special projects. (such as Reflections, Horse Mania, Honor Choir.</p> <p>The Special Areas Teachers have brought a series of external partners to provide expertise in a variety of areas – Drama, Environment, Social Studies/History, Literature, and Visual Arts. The Special Areas Teachers, in conjunction with Leadership, will work to plan career studies opportunities and to bring in experts from a variety of career fields to present to and work with our students.</p>
<p><b>Long-Term Measures of Success:</b></p> <p>Student performance in writing to demonstrate learning will increase by 20 percent as measured by 2012 and 2013 KCCT On Demand Writing assessments.</p> <p>Students will show a 10% increase in positive attitudes towards healthy lifestyles, an appreciation of the arts, understanding of career studies, and interest in the arts performances and products as measured by program review rating scores in Spring 2013.</p> <p>Long term success will also be measured by the number of students who actively participate in school, local, and state events in a variety of A&amp; H strands or domains.</p>							

**Objective # A.3**  
Millcreek staff will implement the Covey Leader in Me Initiative so that students at each grade level can articulate and demonstrate the social and academic behaviors consistent with the 7 Habits of Highly Effective Kids and 21<sup>st</sup> century learners as measured by 2013 KCCT results in reading, math, science, social studies, and on-demand writing; Foundations student attitudinal surveys, and 2013 program reviews in writing and arts & humanities.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>Activity A.3.a</b> Millcreek staff will participate in Phase I of the Leader in Me Covey Training.</p> <p><b>Activity A.3.b</b> Millcreek teachers will implement the</p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented, the Leader in Me Initiative curriculum is strategically integrated in every curricula and extra curricula component and across grade levels; authentic student leadership is highly visible at every grade level; student achievement is increased and gaps are closed in African American and Special Education subpopulations; and parent involvement has increased.</p>	<p><b>PSA Principal</b></p>	<p><b>May 2011</b> – <b>July 2012</b></p>	<p>\$30,000</p>	<p>Title I School Funds</p>		

Leader in Me Seven Habits curriculum across the grade levels during the fall 2011 semester.

<p><b>Short-Term Measures of Success:</b></p> <p>Short term success will be measured by 100% of the Millcreek instructional staff has participated in 4 Days research based training in vision setting, the seven habits, and program implementation of the Leader in Me training modules. Student opportunities to participate in authentic leadership activities are implemented across grade levels. Lesson plans and school environment reflect a focus on leadership.</p>						
<p><b>Long-Term Measures of Success:</b></p> <p>Long term success will be measured by an increase in the school's culture and climate as measured by staff, student, parent, and external partners survey results for OHI, Foundations, and Principal Subordinate Feedback for 2012.</p> <p>Long term success will be measured by teacher and student performance on Action Plan goals, established KCCT goals, 2013 NCLB AYP MAP goals, and the 2012 SB168 targets (AA reading &amp; AA math).</p>						

**Action Component Learning Environment**

District Name Fayette

Component Manager School Counselor

School Name Millcreek Elementary

Date August 2011

Priority Need	Goal (Addresses the Priority Need)
<p>Millcreek has experienced a major positive culture shift this past school year. Staff is able to more effectively influence the behavior of students. Overall, students are more responsive to the adults.</p> <p>The Superior Customer Service initiative has led to an increased number of positive contacts between home and school.</p> <p>Many students still have barriers, external and internal, that negatively impact their ability to learn at a high level – especially at the intermediate level.</p> <p>Behavior is perceived as the number one priority for improving learning at the school.</p> <p>Communication is improving but continues to pose barriers between staff and leadership, school and parents, staff and students that negatively impacts organizational efficiency.</p> <p>Our African American boys present the greatest challenge in motivating and making the school a meaningful place for them. In general, our boys show less growth than our girls and have the greatest struggle with writing.</p>	<p><b>Objective # LE.1.1</b> Millcreek will implement all actions outlined in the Millcreek 2012 Senate Bill 168 Plan so that African- American students in grades 4 &amp; 5 meet proficiency goals as measured by 2012 KCCT reading and math results:</p> <ul style="list-style-type: none"> <li>• Increase by 20 percentage points the reading scores for 4th grade AA population to attain a proficiency of 81%. *SB 168</li> <li>• Increase by 26 percentage points the reading scores for 5th grade AA population to attain a proficiency of 76%. *SB 168</li> </ul> <p><b>Objective # LE.2.1</b> Culture and Climate will improve as evidenced by pre and post 2011-2012 Foundations’ Survey results taken by students, staff, and parents; the 2012 Organizational Health Survey results on the Problem Solving Adequacy Dimension taken by certified staff; and the results of data analyses of Infinite Campus generated reports on In &amp; Out of School Suspensions and SAFE referrals. <b>SB168 &amp; NCLB</b></p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>1. Involvement in parent meetings has increased especially on nights when interactive activities are held for students as well as parents.</p> <p>2. We have found that offering meals and prizes are attractive to our families.</p> <p>4. The PTA continues to offer engaging programs for students and parents and be a strong support the school in all initiatives.</p> <p>5 There are not a sufficient number of involved parent members on adhoc committees, therefore there is a lack of parent voice in decision making actions.</p> <p>6. The Foundations Project Initiative has been a critical factor in culture shifts in behavior for both adults and students. Based on Spring 2011 survey results:</p> <ul style="list-style-type: none"> <li>▪ Perceptions of students’ respect for adults scored considerably lower than any other indicator on the survey (46% teachers indicating that students respect the adults in the building as compared to 81% of the students indicating the same)</li> </ul> <p>8. Results from 2010 Organizational Health Surveys reveal communication adequacy has improved significantly.</p> <p>9. Results from 2010 Organizational Health Surveys reveal problem solving dimension is an area to focus in order to increase our Adaptation dimension.</p> <p>9. Parent input results show parents like the more focused grade level events.</p>	<p>By 2012:</p> <p><b>Objective # LE.1</b> Millcreek will implement all actions outlined in the Millcreek 2010 Senate Bill 168 Plan so that African- American students in grades 4 &amp; 5 meet proficiency goals as measured by 2010 KCCT reading and math results:</p> <ul style="list-style-type: none"> <li>▪ Increase by 15 percentage points the reading scores for 4<sup>th</sup> grade AA population to attain a proficiency of 70%. *SB 168</li> <li>▪ Increase by 26 percentage points the reading scores for 5th grade AA population to attain a proficiency of 70%. *SB 168</li> </ul> <p><b>Objective # LE.2.</b> Millcreek will continue to refine and implement a Council approved comprehensive, researched based school- wide student behavior management plan that results in a safe, orderly learning environment for students and staff as measured by a 20% increase in the 2011-2012 Foundations survey results in the areas of staff perceptions that the students respect the adults in the building; and a 15% decrease in the number of SAFE referrals and In &amp; Out of School Suspensions of minority and special education students.</p> <p><b>Objective # LE.3.</b> Millcreek will increase the number and type of strategic alliances with outside agencies so that at risk students increase their academic, behavior, and leadership performance as measured by trend data in 2011, and 2012: Foundations Surveys, parent surveys and feedback, students KCCT data, K-5 MAP teacher academic reports.</p>

**SBDM Council Reporting Timeline  
Learning Environment Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Action Component Activity</b>					LE1.1a LE2.a LE2.b	LE3.a LE3.b			LE1.1a LE2.a LE2.b	LE3.a LE3.b		

**Learning Environment Component And Implementation & Impact Form  
(2010-2012 School Years)**

**Component Leader: Melinda McClung, Counselor**

**Objective # LE.1** Millcreek will implement all actions outlined in the Millcreek 2012 Senate Bill 168 Plan so that African- American students in grades 4 & 5 meet proficiency goals as measured by 2012 KCCT reading and math results:

Increase by 20 percentage points the reading scores for 4th grade AA population to attain a proficiency of 81%. \*SB 168

Increase by 26 percentage points the reading scores for 5th grade AA population to attain a proficiency of 76%. \*SB 168

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>LE.1.</b> Each grade level, special areas, instructional leadership, and administrative team will review the SB 168 goals and activities and incorporate the activities outlined in the SB 168 Plan into their Action Plans as specified in <b>A.1.1</b></p> <p><b>Teachers</b></p> <p><u><b>SB168: NCLB PARENT INVOLVEMENT</b></u></p>	<p><b>Implementation:</b> When this activity/initiative is fully implemented the SB168 goals and strategies will be strategically integrated into the team Action Plans so that each African American student progresses at least one academic year from where he/she is at the beginning of the school year; curriculum gaps are closed, and students' proficiency is increased.</p> <p><b>Short-Term Measures of Success:</b> Short term success will be measured by implementation of each activity outlined in the SB 168 plan.</p> <p><b>Long-Term Measures of Success:</b> Long term success will be measured by teacher and student performance on Action Plan goals, established MAP &amp; KCCT goals, 2013 NCLB AYP MAP goals, and the 2012 SB168 targets (AA reading &amp; AA math). <u><b>SB168: NCLB PARENT INVOLVEMENT</b></u></p>	<p><b>Team Leaders</b></p> <p><b>Principal</b></p> <p><b>ESS Coordinator</b></p>	<p>June 2010 – May 2012</p>	<p>\$20K</p>	<p>ESS</p>		

**Objective # LE.2.** Millcreek will continue to refine and implement a Council approved comprehensive, researched based school- wide student behavior management plan that results in a safe, orderly learning environment for students and staff as measured by a 20% increase in the 2011-2012 Foundations survey results in the areas of staff perceptions that the students respect the adults in the building.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>LE.2.a</b> Revise the comprehensive, researched based school- wide student behavior management plan that addresses tier 1, 2, and 3 behavior challenges so that the gap in staff to student perceptions on students respecting the adults in the building is reduced by 20 percentage points. <b>EQUITY</b> <b>ALL STAFF</b></p> <p><b>LE.2.b</b> Staff will analyze electronically generated behavior reports bimonthly and determine next action steps for improvement so that the gap in staff to student perceptions on students respecting the adults in the building is reduced by 20 percentage points.</p>	<p><b>Implementation:</b> This activity will be fully implemented at the end of 2012 when all staff has received training on, and 100% of the staff is implementing the revised comprehensive, researched based school- wide student behavior management plan that addresses tier 1, 2, and 3 behavior challenges so that it result in a more orderly, structured, and supportive learning environment. <b>EQUITY</b></p>	<p>Foundations Team Leader Teachers SAFE Schools' Specialist</p>	<p>August 2010 - May 2012</p>			<p>Partial</p>	<p>Wrap Around Programs Initiated: Check and Connect Small Group Therapy RTI Total students receiving intense support – 112</p>
	<p><b>Short-Term Measures of Success:</b> Short term success will be measured by the : Revised comprehensive, researched based school- wide student behavior management plan; Schedule of PD mini-sessions, Classroom Management Logs, behavior intervention plans implemented, parent handbook, student agenda books, FRC &amp; Title I parent surveys, Behavioral Analysis results from staff behavioral analysis sessions, and SAFE referral results.</p>					<p>Partial</p>	<p>Students, Staff and Parents completed several surveys: FRC – December Title I – January Foundations - February</p>
	<p><b>Long-Term Measures of Success:</b> Long term success will also be measured by a decrease in student referrals for SAFE.  Long term success will be measured by an increase in the comprehensive, researched based school- wide student behavior management plan that results in a safe, orderly learning environment for students and staff as measured by a 20% increase in the 2011-2012 Foundations survey results in the areas of staff perceptions that the students respect the adults in the building. Problem Solving Adequacy will increase as measured by results of the trend data for 2010, 2011, and 2012 Organization Health Surveys. <b>EQUITY</b></p>						
<p><b>Objective # LE.3.</b> Millcreek will increase the number and type of strategic alliances with outside agencies so that at risk students increase their academic, behavior, and leadership performance as measured by trend data in 2011, and 2012: Foundations Surveys, parent surveys and feedback, students KCCT data, K-5 MAP teacher academic reports.</p>							
Activity	Measure	Respons Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p><b>LE.3a.</b> Millcreek will establish and maintain strategic alliances with targeted Early Childhood Providers in order to increase the successful transition from early childhood to Kindergarten and first grade, with a particular focus on the African American male preschooler.</p> <p><b>ALL STAFF</b></p> <p><b><u>SB168; NCLB; PARENT INVOLVEMENT</u></b></p>	<p><b>Implementation:</b> This activity (Project HOPE) will be fully implemented when all early childhood providers targeted for the project establish a memorandum of understanding ; parents of targeted children have signed commitment to participate; the partners have established a clear system to monitor student progress in both academics and behavior; a system for encouraging, monitoring, and evaluating parent involvement in their child’s education is developed and implemented; a professional learning community is operationalized between K-1 and early childhood staff; achievement in academics and behavior is increased in the targeted population. <b><u>SB168; NCLB; PARENT INVOLVEMENT</u></b></p>	<p>Counselor Title I Social Worker FRC Coord Kindergarten Teacher co-ordinating Project HOPE SAFE Schools Specialist.</p>	<p><b>August 2011 – May 2013</b></p>	<p>\$500 (for communications)</p>	<p><b>Title I Funds</b></p>	<p>Partial</p>	<p>FRC Coordinator has been working with one of the providers and the K teachers since December. Community Action Council has met with school leadership to establish the goals for Project HOPE. Currently 20 students in the targeted early childhood provider centers have been registered for Kindergarten – 5 of these are Millcreek kids.</p> <p>Currently conversations are occurring with FCPS Early Start and possible sponsors for grants.</p>
	<p><b>Short-Term Measures of Success:</b> Short term success will be measured by the : Project HOPE MOUs, agendas &amp; minutes; the Project HOPE strategic plan; Superior Customer Service parent, student, and staff surveys; Results of early registration in targeted population; Home –School Communication Policy; K-1 Team Action Plans, teachers’ parent newsletters; Title I Sign in sheets (Parent Conferences, and school events);</p>			<p>?</p>	<p>Community Action Council grant source</p>		
	<p><b>Long-Term Measures of Success:</b> Long term success will be measured by an increase in the 2011-2012 Title I and FRC parent perceptions from pre-post survey results. Long term success will also be measured by an increase in the number of targeted parents who attend the total 2010 – 2011 and 2011 - 2012 academic events over 2008-2009. Long term success will be measured by an increase in the school’s culture and climate as measured by staff, student, parent, and external partners survey results for FRC, OHI, and Foundations. Long term success will also be measured by student performance based on 2011- 2012 &amp; 2012-2013 MAP results in reading and math for K students entering during the 2011 school year, disaggregated by subpopulation and program participation.</p> <p><b><u>SB168; NCLB; PARENT INVOLVEMENT</u></b></p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>LE.3b</b> Millcreek will establish and maintain strategic alliances with agencies that can provide leadership, mentorship, and scholarship opportunities that support our Leader in Me Initiative and parent-school relationship efforts.  <u><b>SB168; NCLB; PARENT INVOLVEMENT</b></u></p>	<p><b>Implementation:</b>                      When this activity/initiative is fully implemented, the school will have a strategic plan for marketing the school, initiating and maintaining a pool of strategic alliances, a school sponsor (s) who can provide some financial support for our Leader in Me initiative; a more engaged, leader focused student at all grade levels, and, in particular, the African American male, a curriculum that is rigorous, aligned with the new common core standards, and focused on developing student leadership, and improved academic and behavioral performance of students in all subpopulations.</p>	<p><b>Principal</b>   <b>Faculty Advisory Team</b>   <b>FRC</b>                       Jerry Sims,                      Equity Council Liaison Chair</p>	<p><b>December 2010</b>   <b>To</b>   <b>March 2012</b></p>	<p>\$4,500</p>	<p>District Fund</p>	<p>Partial</p>	<p>The Equity Council has made a firm commitment to supporting Millcreek in the Alliance Initiative. The May Leadership Institute is in the planning stage; The Superintendent financed the Dance SCAPA field experience for the entire school (\$4500).</p>
	<p><b>Short-Term Measures of Success:</b>                      Short term success will be measured by the completion of agendas and minutes of alliance meetings; 2011 Leadership Institute Day; Equity Council Minutes; an identified school sponsor; Alliance Strategic Plan.</p>			<p>TBD</p>	<p>Equity Council sponsors</p>		
	<p><b>Long-Term Measures of Success:</b>                      Long term success will be measured by an increase in the school's culture and climate as measured by staff, student, parent, and external partners survey results for FRC, OHI, and Foundations.                       Long term success will also be measured by student performance based on 2011- 2012 &amp; 2012-2013 MAP results in reading and math for K students entering during the 2011 school year, disaggregated by subpopulation and program participation.  <u><b>SB168; NCLB PARENT INVOLVEMENT</b></u></p>						