

**2024-25 SCHOOL IMPROVEMENT PLAN  
MILLCREEK HIGH SCHOOL**

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

40 Was your school's total points on the most recent report card.

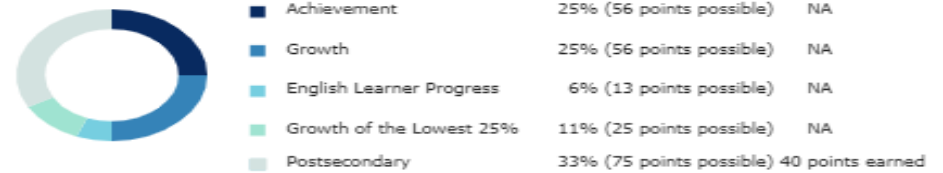
42 is the minimum score your school will need to demonstrate a 1% increase.  
(This number is based on a maximum score of 75 points)

**Based on your school report card's overall score, which area would make the most sense to prioritize in order to demonstrate a 1% increase?**

Answer: English Learner Progress

<https://utahschoolgrades.schools.utah.gov>

**POINTS WEIGHTED TO OVERALL SCORE**



**Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.**

## FOCUS AREA 1: STUDENT LEARNING

### How are you currently assessing your progress in this area?

School success is always a goal. Regardless of our current status, we look to improve where we are. We have a multitude of resources and programs to measure and evaluate success.	
ESL Program	Growth in our ELL students abilities to communicate and be successful in the classroom. The data will be taken from the pre/post ESL evaluations.
Graduation Rate	The graduation rate is a correlates with the success we are having in the classroom. Most students come to Millcreek credit deficient. This means they have to take more that the scheduled classes to get back on track for graduation. The graduation rate shows that students have had success with our programs and school.
Student Pass/Fail Ratio	Use mini-quarters to track student progress towards graduation.
GVC's and CFA's	Use standards and Common Formative Assessments through CSIP to guage proficiency.
TA Program	School Wide TA program to give students one on one mentoring, goal setting, and progress reports.
ESL Aldes and Paraprofessionals	Work closely with growing ESL population to endure needs are being met and students are receiving high quality instruction and intervention.
Mentor Program	Students have access to one on one Tutoring.
Counseling/Access to mental health professionals	Students have access to counselors and other professionals to learn important social skills and mental health training.
Teacher Learning Coach Program	Teachers have access to professional development and are always looking to improve instruction to make it engaging and high levels of learning.

<b>Subgroup</b>	<b>Percentage</b>	<b>Based on your data, what will you do to increase student learning in these subgroups?</b>
Students identified as economically disadvantaged	73%	Continue to implement our school wide improvement plan. Using our TA teachers, mentors, and paraprofessionals to help students stay on task and complete their work in a timely fashion.
Students with disabilities	22%	Continue to provide students with additional supports in our SPED programs. Teachers are aware of accommodations of all students. Use mentors and para educators to provide immediate help to our students. Team teaching programs in our school will continue. Monitor and follow-through on all IEP's.
Students identified as English learners	14%	Enrolled in ESL program and daily access to a bilingual teacher and para educators and programs to support their language barriers in their academic efforts. Teachers are supported and trained how to work through language barriers with ESL students so each student can demonstrate growth towards language acquisition and graduation success.
Students in major racial and ethnic groups	45%	We will continue to recognize and support these students as they work towards graduation progress. Teachers, staff, and administrators take part in school-wide diversity training to ensure each student received individualized instruction that supports the learning process for each student. (Diversity, Equity, and Inclusion Training)

**What tier 1 changes might help those subgroups and your school's level of performance?**

Tier 1 supports for the students are present in every classroom. Teachers have been trained on aligning essential standards with learning targets so the students are receiving high levels of learning in every classroom. Teachers use inquiry-based learning and other forms of differentiated instruction to enhance the educational experience of all students while meeting the learners individual needs. Millcreek has a system of identifying students who need more support and has in place an effective intervention program. PLUS Time is a block of 50 minutes in each day that students, who are behind or require more instruction on class standards, receive assistance to reach proficiency. Teachers, faculty, and administration meet bi-monthly in a meeting call TAG. TAG stands for Teacher Advocate Group. In this meeting, teachers identify students who are struggling and along with the collaboration of other teachers, a plan is made to ensure the students reach proficiency. English Learner students benefit from interventions like PLUS Time because it allows more time on assignments and more one-on-one instruction with teachers. Paraprofessionals also provide one-on-one tutoring for students. Millcreek also has a ESL aide and a spanish speaking paraprofessional that aide in ensuring English Learners are progressing in their educational journey.

**What additional interventions might help those subgroups?**

Along with PLUS Time, students receive help through TA class (another class period to receive one-on-one instruction). Each English Learner is required to have an ESL class that further assists in helping students learn the English Language and focuses on language acquisition skills. Millcreek Teachers are all made available after school to provide extra time for tutoring or small group instruction that ensures students can interact and communicate to better improve language acquisition.

## FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

### How are you formatively assessing your progress in this area?

Providing a safe learning environment for all students, teachers, and staff is a major priority for Millcreek High School. Millcreek assesses our progress in providing a safe learning environment by office referrals, safe schools violations, SRB (Student Review Boards), and any other intervention that takes place that threatens the students feeling safe at school.

### List and link your school's data sources here:

Description	Link
Daily Attendance Rates	Our school-wide daily attendance goal is 85%. We often hover around 75%. We always want that to be higher
Safe Schools Violations	Document office referrals for data - looking for a reduction in incidents. Reduction in violations in recently.
Mentor Program/ Paraprofessional Availability	Access by students to our mentors and para-educators to provide immediate help in classes.
Office Referrals	Document office referrals for data - looking for a reduction in incidents. Reduction in violations in recently.
Power School Logs	Monitor Powerschool logs for decreases in incident reports.
Wellness Room Attendance	Track the use of our wellness room and look for patterns/repeat users.
Character Education Program	Program to teach students integrity and character taught every Monday in TA class.
Presence of Resource Officer	School Resource Officer accessible and available every day to our staff and students.
Up to date on all Safety Protocols and Procedures	Teachers and staff are current on all emergency trainings and drills.

### FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

#### How are you formatively assessing your progress in this area?

Having a School Improvement Plan gives our school goals to work towards as we work to provide an education for students that is focused on high levels of learning. We also have imbedded in our culture the importance of the individual student and his/her needs. Our mentor program, school counselor availability, one-on-one instruction with teachers and administrators, and good grade incentive program are all formative assessments of the leadership and positive culture we instill in our students.

#### List and link your school's data sources here:

Description	Link
CSIP Information	Our school-wide school improvement plan that we work to develop and improve every year.
TAG Meetings/Professional Development	Meeting where teachers discuss, collaborate and make plans to help students who are struggling and need interventions to catch up and reach proficiency. Trainings to help teachers learn and grow in the field of education.
Learning Walks	Teachers will learn from observations and be able to use collaboration to improve classroom instruction and engagement.

**Step 2: Outline your school's specific, measurable goals for the year.**

**Step 3: Define specific actions your school must make and how you will measure their success.**

**Step 4: Define the funding source and estimated expenditures.**

## 2024-25 BUDGET SUMMARIES

### STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$1,645.00
Distribution for 2024-25	+	<u>\$25,136.29</u>
Total Available Funds		\$26,781.29
Estimated Expenditures	-	<u>\$26,781.29</u>
Net Amount		\$0.00

Is SLT carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

### TSSA FUNDING ESTIMATES

Carryover from prior year		\$4,621.49
Distribution for 2024-25	+	<u>\$39,289.27</u>
Total Available Funds		\$43,910.76
Estimated Expenditures	-	<u>\$43,910.76</u>
Net Amount		\$0.00

Is TSSA carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

## ALIGNING GOALS WITH 2024-25 BUDGET

<b>PEERS GOAL #1</b>	As of the end of the 2024-25 academic year 100% of our ESL students will show growth on their yearly ESL assessment from their previous assessment.		
<b>FOCUS AREA</b>	<b>1. STUDENT LEARNING</b>		
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>Graduation Rate Increase</b>		
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>College &amp; Career Readiness</b>		

**How will you measure whether this action step had a positive impact on student learning?** *(This must be tied to your goal.)*

a positive impact on student learning? (This must be tied to your goal.)		Expenditure Category	Funding Source	Estimated Cost
Action Steps / Expenditure Description				
End of term grades in PowerSchool will be used to evaluated students who are in the ESL program. Yearly assessments of ESL students will also be used to measure progress.	1 Funds will be used to hire and retain paraprofessionals and/or intervention specialists to support our goal. Daily monitoring and interventions through ESL program, mentors, and ESL aides. Monitoring will make sure students are reaching proficiency in class and improving language acquisition. ESL post assessments will be the data used to show growth in students language acquisiiton.	Salaries & Benefits	TSSA	\$43,910.76
			SLT	\$26,781.29
				\$70,692.05

**If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?**

Additional funds would be used towards salaries and benefits for positions described under Goal #1.

**Provide an explanation of how your school will publicize its plan.**

The plan will be included in the new student orientation presentation with parents. It will also be made available on the school website.

**Step 5: get your Community Council's signatures for SLT. These signatures must accompany your plan when it is submitted to the WCSD Board of Education. You need to specify whether each Community Council member is a school employee or a parent.**