

2025-26 SCHOOL IMPROVEMENT PLAN MILLCREEK HIGH

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

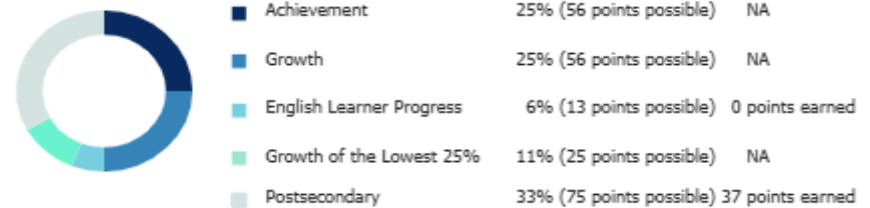
37 Was your school's total points on the most recent report card.

39 is the minimum score your school will need to demonstrate a 1% increase.
(This number is based on a maximum score of 150 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>



[View more info on the system >](#)

[View more info on the calculation >](#)

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?

We have seen an increase in our ELL populations in the last 2-3 years and much lower proficiency in academics, particularly reading. We administer the WIDA exam to this population every year as required by the state. We want to focus on this area to increase our ELL proficiency in language acquisition and reading levels. This includes encouraging students to make a better effort on the exam as well as enrolling these students in a Language Arts class that has a higher focus on reading, including the administration of the Achieve 3000 reading assessment on a yearly basis.

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	65%	Provide a more concentrated effort in Language Arts classes for these students regarding reading and English language acquisition
Students with disabilities	35%	Provide the same as above, but allocate resources in the form of personnel (behavior technicians) to provide one-on-one help and interventions for these students
Students identified as English learners	11%	Same as above and the information provided in the goals. We want to intentionally focus on these students in our school and give them additional supports and exam preparation, including a higher seriousness towards their test efforts.
Students in major racial and ethnic groups	43%	Provide para and additional support with this group. We have hired more personnel with these language abilities to help this population.

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

An awareness by all teachers of these students that are on this list. Then additional support and interventions can occur, particularly with reading and writing and oral expression. We also need students to be more deliberate in their efforts to take assessments more seriously. We also support them with language assistance and support.

What additional interventions might help those subgroups?

Increased communication with parents/guardians and reinforce support we provide for students. Increase formative assessments provided by teachers to assess understanding. I also want to dedicate para-educators with specific students to provide additional levels of support for this population.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Attendance can provide a window to this information. If students are feeling safe and comfortable, they attend. If we notice an attendance issue, it can be an indicator of a problem. Again, we can communicate home if/when this issue arises.

List and link your school's data sources here:

Description	Link
WIDA Testing.	SIS System.
ACT Testing	ACT Results
Achieve 3000 reading scores	Data collected by teachers
Grades in Language Arts classes	SIS System.
Attendance and grades in all classes	TAG Meetings - Student reports
Graduation rates with this population	SIS System.

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

How are you formatively assessing your progress in this area?

Teachers conducting formative assessments in classes. Achieve 3000 benchmark assessments. Language Arts teachers providing interventions, formative and summative assessments and utilizing those tools when new students arrive to determine present levels.

List and link your school's data sources here:

Description	Link
Classroom formative and summative assessments	SIS Systems
Achieve 3000	Achieve 3000 platform
Language Arts work and grades	SIS Systems

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.

2025-26 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$1,178.89
Distribution for 2025-26	+	\$23,270.51
Total Available Funds		\$24,449.40
Estimated Expenditures	-	\$24,449.40
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		\$5,862.32
Distribution for 2025-26	+	\$38,505.12
Total Available Funds		\$44,367.44
Estimated Expenditures	-	\$38,952.45
Net Amount		\$5,414.99

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

Yes ☒

No ☐

If you answered "yes" provide an explanation for why more than 10% will be carried over.

(Funds to be carried over should be identified for a specific future need, and should not be saved for unexpected contingencies.)

Classified staff did not use the hours we expected them to use. We plan to utilize these funds in the 25-26 year for Paraprofessionals.

ALIGNING GOALS WITH 2025-26 BUDGET

PEERS GOAL #1	As of the end of the 2025-26 academic year 100% of our ESL students will show growth on their yearly ESL assessment from their previous assessment.		
FOCUS AREA	1. STUDENT LEARNING		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	GRADUATION RATE INCREASE		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	COLLEGE & CAREER READINESS		

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.)		Action Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
End of term grades in PowerSchool will be used to evaluate 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	\$11,444.07
	2	Pay for a counselor to support our goal.	Salaries & Benefits	TSSA SLT	\$27,235.22 \$24,449.40
	3	Purchase School Messenger to support parent involvement and support student learning. Approved by WCSD School Board Aug 11th, 2025.	Software	TSSA	\$273.16
					\$63,401.84

Does this goal include a Digital Citizenship or Safety Principles component?

Yes ☐

No ☒

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes ☒

No ☐

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.

School website, orientations and CCR's.