2026-27 SCHOOL IMPROVEMENT PLAN
MILLCREEK HIGH

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

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

https://utahschoolgrades.schools.utah.gov

41 *is the minimum score your school will need to demonstrate a 1% increase.*
(This number is based on a maximum score of 150 points)



Achievement	25% (56 points possible)	NA
Growth	25% (56 points possible)	NA
English Learner Progress	6% (13 points possible)	3 points earned
Growth of the Lowest 25%	11% (25 points possible)	NA
Postsecondary	33% (75 points possible)	36 points earned

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 Language Learners

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?

At Millcreek High School our ESL population continues to grow year to year. The academic proficiency levels for these student are generally in the low range as their same aged non ESL peers, especially in reading comprehension. The state requires this population of students to be tested yearly using the WIDA assessment. We are also using Achieve 3000 for data collection for these students. We have made great efforts to get as many ESL students as possible to take the WIDA. Our paraprofessionals are working with teachers to test these students whenever they are at school. We have focused more on reading and language retention in these students Language Arts classes.

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	48%	Provide language-supported credit recovery, bilingual communication with families, and structured academic support periods to increase course completion and attendance.
Students with disabilities	27%	Implement co-taught ESL/SPED supports, scaffolded language accommodations in IEP classes, and explicit vocabulary instruction across content areas. Utilize paraprofessionals and behavior techs in each classroom minimize classroom behaviors and distractions.
Students identified as English learners	20%	Provide targeted ESL instruction aligned to credit recovery, structured language objectives in all core classes, and increased monitoring of credit progress. We want to focus on providing ESL students with the resources needed for Language and material retention to be successful in taking school, district, and state exams.
Students in major racial and ethnic groups	37%	Strengthen culturally responsive teaching practices, bilingual outreach, and relationship-based attendance interventions to improve engagement and persistence. Utilize our multilingual teachers and Para professionals for deeper understanding and information retention for this group of students.

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

Tier 1 changes that will support these subgroups and improve overall school performance include implementing schoolwide language objectives in all classrooms, integrating vocabulary scaffolds and sentence frames into core instruction. Teachers will also incorporate structured student talk, provide visual supports and multilingual resources, and consistently monitor ESL student credit progress. Professional Learning Communities (PLCs) will maintain an ongoing focus on multilingual learner engagement strategies to ensure consistent, high-quality Tier 1 instruction for English Learners across the school. Teachers will utilize multilingual paraprofessionals on their classrooms, to assist ESL students in the learning process when reading and writing.

What additional interventions might help those subgroups?

Additional interventions to support these subgroups include providing a dedicated ESL credit recovery support period within the class schedule, offering after-school or flex-period tutoring for multilingual learners, and utilizing bilingual paraprofessional or liaison support to improve communication and academic assistance. The school will also implement newcomer orientation and transition supports for recently arrived students, provide attendance mentoring for multilingual learners, and develop individualized graduation and credit completion plans that include appropriate language supports to promote academic success and on-time graduation.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Progress in this area is formatively assessed using multiple data sources, including Attendance at a Glance dashboards, behavior and discipline reports. The school also conducts regular TAG meetings and engagement check-ins with students and closely monitors chronic absenteeism data for multilingual learners to identify trends and guide targeted supports that improve the overall safe learning environment.

List and link your school's data sources here:

Description	Link
WIDA testing.	SIS System.
Achieve 3000 reading assessment scores.	Collected by Language Arts Teachers.
Grades and credits for Language Arts classes.	SIS System.
Attendance and grades in classes.	SIS System, teacher tracking.
Graduation rates among ESL population	SIS system.

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

How are you formatively assessing your progress in this area?

Conducting formative assessments in teachers classrooms. Using Achieve 3000 benchmark testing for bench line data. Language Arts classrooms are using interventions, formative and summative assessments to determine baseline data for ESL students. These tools are used as soon as an ESL student arrives at MHS to determine present levels and provide a starting point for data gathering for the student.

List and link your school's data sources here:

Description	Link
Achieve 3000 rising assessments.	Achieve 3000 program.
Classroom formative and summative assessments.	SIS systems.
Language Arts classroom work, grades, and credits.	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.

2026-27 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from 2025-26		$578.25
Distribution for 2026-27	+	$34,724.88
Total Available Funds		$35,303.13
Estimated Expenditures	-	$35,303.13
Net Amount		$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution? Yes [ ] No [X]

TSSA FUNDING ESTIMATES

Carryover from 2025-26		$8,636.46
Distribution for 2026-27	+	$34,439.60
Total Available Funds		$43,076.06
Estimated Expenditures	-	$43,076.06
Net Amount		$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution? Yes [X] 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 employees did not reach their allotted hours. We will use these funds in the 26-27 year for paraprofessional paid hours and trainings.

ALIGNING GOALS WITH 2026-27 BUDGET

PEERS GOAL #1	Increase ESL student credit completion and course pass rates by 25% by May 2027.
FOCUS AREA	**1. STUDENT LEARNING**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**COLLEGE & CAREER READINESS**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**GRADUATION RATE INCREASE**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**ENGLISH / LANGUAGE ARTS**

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*		**Action Steps / Expenditure Description**	**Expenditure Category**	**Funding Source**	**Estimated Cost**
The impact on student learning will be measured by increases in multilingual learner (ML) credit completion rates, course pass rates, and overall attendance, as well as progress in English language proficiency as indicated by WIDA ACCESS growth scores. Additional evidence will include improved on-track-to-graduate indicators and quarterly ESL student progress monitoring data reviewed in PLC meetings, demonstrating movement toward the goal of increased ML academic success and school performance points.	1	Action steps include implementing sheltered instruction professional development for teachers, providing ESL scaffolding materials to support multilingual learners in core classes, and establishing a dedicated ESL credit recovery support period. The school will conduct monthly PLC data reviews focused on ESL student progress, strengthen bilingual family communication, implement instructional coaching cycles focused on ESL strategies, and maintain a consistent progress monitoring system to track multilingual learner credit attainment and academic growth.	Salaries & Benefits	TSSA	$7,806.20
	2	Pay for a counselor to support our goals.	Salaries & Benefits	TSSA SLT	$30,247.82 $29,486.43
	3	Purchase School Messenger and Google to support student learning.	Software	TSSA	$650.00
	4	Purchase technology such as chromebooks, projectors, desktops and monitors to support pur goal.	Technology Related Supplies	TSSA SLT	$4,372.04 $5,816.70
					$78,379.19

Does this goal include a Digital Citizenship or Safety Principles component? Yes [ ] No [X]

Has SLT (Trust Lands) been designated as a funding source for this goal? Yes [X] No [ ]

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

Additional funds will be spent on salaries and benefits for goal #1 for those positions described.

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

School website, Community Council, new student orientations, and CCR's.