

# School Improvement Overview

## Mill Creek Towne ES

**System Goal:** *All students will meet 2 or more Evidence of Learning Measures*

**School Goal(s):**

- **Literacy:** All of our students will meet the grade level benchmark for MAP-RF and MAP-R
- **Math:** All of our students will meet the grade level benchmark of “3” on MAP-P and MAP-M

**Instructional Goal(s):**

- **Literacy K-2:** All students with a focus on Hispanic students, LEP students and students with disabilities, will increase from below or approaching, to meets or exceeds proficiency in phonics and phonemic awareness, in order to meet the grade level benchmark.
- **Literacy 3-5:** All students with a focus on students with disabilities, will increase from below or approaching, to meets or exceeds proficiency in foundational skills and phonemic awareness; all students with a focus on Hispanic and LEP students, will increase from low or low/average to average or high/average in Literature, Information and Vocabulary Acquisition, in order to achieve an assigned score of 3 or higher.
- **Math K-2:** All students with a focus on Hispanic students, LEP students and students with disabilities, will increase from low or low/average to average or high/average proficiency in the numbers and operations strand, in order to achieve an assigned score of 3 or higher.
- **Math 3-5:** All 3rd grade students, with a focus on Hispanic students, LEP students and students with disabilities, will increase from low or low/average to average or high/average proficiency in the operations and algebraic thinking strand; all 4th and 5th grade students with a focus on Hispanic students, LEP students and students with disabilities, will increase from low or low/average to average or high/average proficiency in numbers and operations strand, in order to achieve an assigned score of 3 or higher.

	What will the focus of your work be?
<p><b>Professional Learning on the Standards</b></p>	<p><b>Literacy:</b> Build the capacity of teachers and support staff to implement Benchmark Advance Curriculum with fidelity, focusing on:</p> <ul style="list-style-type: none"> <li>● strategies and sequence of the new curriculum to access complex text.</li> <li>● best practices for implementing the imbedded Tier II interventions to reinforce and reteach literacy skills.</li> <li>● differentiated training for Tier III interventions: Orton Gillingham and Really Great Reading</li> <li>● collaboration with ESOL teachers to identify language objectives and teaching structures that will support literacy instruction to help preview/reteach literacy skills.</li> </ul> <p><b>Math:</b> Utilize content from Math Representative meetings, Common Core Website and Materials to build teacher capacity in the following</p> <ul style="list-style-type: none"> <li>● GradesK-2: Deeper understanding of Numbers and Operations in Base Ten Strand, Place Value, Number Sense, and Comparing numbers.</li> <li>● Grade 3: Deeper understanding of Operations and Algebraic Thinking.</li> <li>● Grade 4&amp;5: Deeper understanding of fractions</li> </ul>
<p><b>Analyzing Data to Inform Instruction</b></p>	<p><b>Literacy:</b> Build the capacity of staff to access and analyze data to inform instructional decisions</p> <ul style="list-style-type: none"> <li>● Benchmark Assessments</li> <li>● Benchmark Tier II Intervention Data</li> <li>● Tier III intervention data</li> <li>● NWEA MAP-RF and MAP-R Reports</li> </ul> <p><b>Math:</b> Build the capacity of staff to access and analyze data to inform instructional decisions:</p> <ul style="list-style-type: none"> <li>● Progress Checks</li> <li>● District Assessments</li> <li>● Tier III intervention data: i-Ready</li> <li>● NWEA MAP-P and MAP-M Reports</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p>Build the capacity of staff to use Mindfulness tools as equitable practice:</p> <ul style="list-style-type: none"> <li>● Creating culturally responsive spaces and implementing mindful practice for student self regulation and availability.</li> <li>● Understanding the neuroscientific impact of mindful practice within a culturally responsive learning environment.</li> </ul>
<p><b>School Climate and Culture</b></p>	<p>Collaborate to promote clear communication, consistent messaging and problem-solving with and among all staff members.</p> <p>Build the capacity of staff around mindfulness and mindfulness practices:</p> <ul style="list-style-type: none"> <li>● Provide staff and students with a space to utilize mindfulness technologies throughout the school day</li> <li>● Increase student access to mindfulness tools in their classrooms throughout the school day</li> </ul>

