



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

MILL CREEK HIGH SCHOOL

Jason Lane, *Principal*

Nancy Martin, *Area Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

2012-2013 Long Term Goals and Objectives

Goal: Based on student assessment data, identify students at risk for not meeting annual performance standards on annual performance indicators.

MILL CREEK HIGH SCHOOL

LSPi Continued

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2012-2013 Long Term Goals and Objectives

Objective: Mill Creek High School students will demonstrate measurable gains on the Gateway, EOCTs, GHSGT: Writing, AP Exams, and SAT. Targets are as follows:

Gateway: Increase percentage of "Effective" by 5%

EOCT: Continue to exceed mean score of district and state on all sections of all tests

GHSGT - Writing: Increase pass rate by one percentage point

AP Exams: Target 1 - All course means will be a 3 or higher; Target 2 - Increase the mean score for each course

SAT: Increase the composite score by 3%

ACT: Increase the percentage of students who meet College Ready Benchmarks

Objective: Mill Creek High School students will increase proficiency in critical thinking in literacy in alignment with the Common Core curriculum through summarizing across all disciplines and courses.

Objective: Mill Creek High School will implement professional learning communities within each of the four core disciplines, by course, to systematically analyze data, determine interventions, and proactively implement a program of re-teaching and intervention.

Objective: Mill Creek High School will increase the course pass rate of students enrolled in science college preparatory level courses.

Objective: Mill Creek High School will increase the course pass rate of students enrolled in Algebra I Common Core, Algebra I Common Core Strategies, Integrated Geometry, and Integrated Geometry Strategies courses.

Objective: Mill Creek High School will increase the graduation rate as determined via the cohort model.

MILL CREEK HIGH SCHOOL

LSPI Continued

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Schools Goals - MILL CREEK HIGH SCHOOL

Goal Title	Goal	Start School Year	End School Year
Exercise precision in identifying student needs and provide for the individualized instructional needs of all students	Based on student assessment data, identify students at risk for not meeting annual performance standards on annual performance indicators.	2010-11	2013-14

Annual Objective

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Associated Goals

Goal: Exercise precision in identifying student needs and provide for the individualized instructional needs of all students

Implementation Design

MILL CREEK HIGH SCHOOL

LSPI Continued

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10th Grade Gateway Preparation for Science and Social Studies

Science and social studies teachers will implement a Gateway preparation program to augment classroom instruction. This intervention program targets all students taking the Gateway assessments. It will be delivered on an ongoing basis across the school year during students' advisement period. The instructional cycle will include three weeks of instruction followed by one week off. The instructional cycle has been designed around the testing schedule and other curricular events.

11th & 12th Grade: Increase Awareness of ACT exam and Life Beyond High School Via Advisement and Counseling Lessons

In preparation for life beyond high school, students will participate in advisement and counseling lessons that prepare them with information needed for, among other things, gaining entry to post-secondary schooling or employment.

This focus will be augmented by the counseling department, particularly as related to the ACT. Based upon data that indicates that students do not register for the ACT at the same level of frequency as the SAT, staff in the counseling department will increase student awareness of the ACT and its benefits.

11th Grade: Preparation for SAT and GHS GT: Writing

This intervention program targets all 11th grade students taking the GHS GT: Writing assessment and is designed to augment classroom instruction. In addition, all 11th grade students will be provided academic support in math and writing in preparation for the SAT.

These sessions will be delivered on an ongoing basis across the school year during students' advisement period. The instructional cycle will include one lesson weekly across three weeks of instruction followed by one week off. The instructional cycle has been designed around the testing schedule and other curricular events.

MILL CREEK HIGH SCHOOL

LSPI Continued

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EOCT Content Development

EOCT course-based teams in each discipline will meet as a professional learning community to improve effective teaching strategies to increase mastery of the standards. Teams will meet multiple times throughout the semester to analyze student progress, determine root causes of difficulty for struggling students, development interventions, and monitor progress. Teams will consist of all teachers of that course and the department administrator.

SD: Core Area Professional Learning Teams

Course-based teams in each discipline will meet as a professional learning community to monitor the progress of students toward mastery of the standards. Teams will meet multiple times throughout the semester to analyze student progress, determine root causes of difficulty for struggling students, development interventions, and monitor progress. Teams will consist of all teachers of that course and the department administrator.

Each team will determine meeting dates, format for collecting and analyzing data, and how the group will systematically operate as a team.

Training in Development of Assessments

An optional online training program in development of quality assessments will be offered to all teachers.

SD: Developing Quality Assessment Items

Teachers will learn the vocabulary and design strategies associated with creating assessment items. They will learn forms of assessment, tools for evaluating them, how to align assessment with standards, levels of difficulty (Bloom's and DOK), typical language and format of standardized assessments their students take, and how to evaluate assessments.

Work will be job-embedded, and teachers will evaluate and create assessment items for their classes.

Annual Objective

Mil Creek High School students will increase proficiency in critical thinking in literacy in alignment with the Common Core curriculum through summarizing across all disciplines and courses.

MILL CREEK HIGH SCHOOL

LSPi Continued

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Associated Goals

Goal: Exercise precision in identifying student needs and provide for the individualized instructional needs of all students

Implementation Design

Administrator Data Collection on Teaching and Learning

The administrative team will conduct regular data collection visits to classrooms to monitor engagement, application of research-based strategies, and engagement. Particular focus this year will be on implementation of summarizing strategies.

Professional Learning on Summarizing

All teachers will participate in training sessions that provide research-based guidelines for implementation of summarizing. Summarizing is one the top five strategies that increase student achievement when practiced every day or almost every day across the school. However, it must occur at a rate of age + 1 minute during new instruction to significantly impact student learning. Strategies for effectively applying summarizing will be shared and modeled for teachers.

SD: Research-Based Summarizing

Teachers will participate in sessions on effectively implementing summarizing within classroom instruction. Training will be provided by the Professional Learning Assistant Principal and classroom teachers effective with this strategy. They will learn how the brain functions with summarizing and see strategies modeled by effective teachers.

SD: Teachers Sharing with Teachers on Summarizing

An assortment of optional training sessions will be provided to teachers for modeling of high quality summarizing strategies. Via a cafeteria model, participants may pick and choose sessions they want to see.

Annual Objective

Mill Creek High School will implement professional learning communities within each of the four core disciplines, by course, to systematically analyze data, determine interventions, and proactively implement a program of re-teaching and intervention.

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LSPI Continued

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Associated Goals

Goal: Exercise precision in identifying student needs and provide for the individualized instructional needs of all students

Implementation Design

Course-based Professional Learning Communities

Course level teams within each discipline will meet on a regular basis throughout each semester to monitor the progress of all students. Team analysis will focus on mastery of standards, root causes for poor performance, and alignment of instruction to assessments.

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Each team will determine meeting dates, format for collecting and analyzing data, and how the group will systematically operate as a team.

Intervention Process

Interventions will be developed for each student not demonstrating mastery of the standards in accordance with root causes for failure.

SD: Intervention Tools

Optional professional development sessions will be provided on both traditional and technologically-based intervention tools.

Annual Objective

Mill Creek High School will increase the course pass rate of students enrolled in science college preparatory level courses.

Associated Goals

MILL CREEK HIGH SCHOOL

LSPi Continued

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Goal: Exercise precision in identifying student needs and provide for the individualized instructional needs of all students

Implementation Design

Course-based Professional Learning Communities

Course level teams for each college preparatory level course will meet on a regular basis throughout each semester to monitor the progress of all students. Team analysis will focus on mastery of standards, root causes for poor performance, and alignment of instruction to assessments.

SD: Core Area Professional Learning Teams

Course-based teams for all college preparatory classes will meet as a professional learning community to monitor the progress of students toward mastery of the standards. Teams will meet on a regular basis throughout the semester to analyze student progress, determine root causes of difficulty for struggling students, develop interventions, and monitor progress. Teams will consist of all teachers of the course and the science assistant principal. Counselors will be engaged with interventions as appropriate.

Developing Interventions

College preparatory level teachers will explore traditional and technologically-based tools to provide interventions, develop basic skills, and advance critical thinking.

SD: Intervention Tools

Optional professional development sessions will be provided on both traditional and technologically-based intervention tools

Annual Objective

Mill Creek High School will increase the course pass rate of students enrolled in Algebra I Common Core, Algebra I Common Core Strategies, Integrated Geometry, and Integrated Geometry Strategies courses.

Associated Goals

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Implementation Design

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Counseling Lessons on 4 Year Plan

Counselors will conduct classroom and small group guidance sessions with ninth grade students. These sessions will focus on making informed academic decisions and will lead to development of a four-year plan for meeting high school goals and graduation requirements.

Course-based Professional Learning Communities

Course level teams will implement professional learning communities to identify the needs of struggling students and develop individual interventions.

SD: Core Area Professional Learning Teams

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Teams will meet multiple times throughout each semester to analyze student progress, determine root causes of difficulty for struggling students, develop interventions, and monitor progress. Teams will consist of all teachers of the course and the department administrator.

Extra-curricular Participation

An electronic system will be employed to identify extra-curricular programs in which all students participate. Students not engaged in an extra-curricular program will be sought out and coached in choosing and participating in a self-selected program. Students will be made familiar with offerings via a video presentation during advisement. At the conclusion of the presentation, they will complete a survey indicating programs in which they have interest. This information will be forwarded to program sponsors.

Student Withdrawal Data Collection System

Systematic procedures for ensuring effective data collection on student withdrawals will be reviewed. After analyzing current procedures in alignment with required documentation, the current system will be augmented to address requirements.

Study Skills Program & Engagement Activities via 9th Advisement

The SOAR Program will be implemented via 9th Advisement to develop study skills of freshman students. ACT teachers will lead students through systematic lessons to build strong academic habits and develop study strategies.

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Systematic Procedures for Addressing Student Attendance

A set of procedures will be put in place to monitor attendance of students with six or more unexcused absences. Specific interventions will be employed to improve attendance rate of those chronically absent.