



# Unified School District 232



## Mill Creek Middle School Goals and Strategic Plan 2023-2024

### Mission

Enter to Learn. Go Forth to Serve.

### Vision

A dedicated, collaborative community that supports student learning.

**Goal 1:** During the 2023-2024 school year MCMS will build a positive and productive school community focusing on the development of student social, emotional, and academic behaviors.

*(Physical & Mental Health)*

### Action Plan:

Objective: By the end of the 2023-2024 school year, Mill Creek will increase each subset score (social, emotional, and academic) on the Spring Student (mySAEBRS) report, to a composite of 2 points showing a positive impact.

### Strategy #1 Address Social Behavior needs of students to improve student Culture & Climate.

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
5	1	Administer SAEBERS to analyze student perceptions of climate & culture.	Fall/Winter/Spring	SS Teachers	

5	1	Leverage student engagement to promote theme weeks (i.e., Kindness & Belonging). Participate in regular theme weeks to encourage Kindness and Belonging (i.e. Say Hello Week, National Random Kindness Week, etc.).	Ongoing	Counselors/ Admin	
5	1	Student Recognition: Citizen of the Week (COW's)	Ongoing	Admin	
5	1	Implement regular mini-lesson for Executive Functioning during ELT.	Ongoing	All Staff	
5	1	Staff/Student Service Project to enhance relationships and opportunities for Belonging.	Ongoing	Admin/Student Council	
5	1	Utilize Student Leaders as models to increase school climate.	Ongoing	DLS/Ambassadors	

**Strategy #2: Address emotional needs of students to improve student Culture & Climate.**

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
5	1	Individual meetings with students who score "At-Risk" on the emotional category on mySAEBRS.	Fall/Winter/Spring	Counselors/ Admin	
5	1	Provide frequent Mindset communication (email blast to students, announcements, newsletter, etc.).	Throughout year	Admin/ Counselors	
5	1	Staff Professional Learning on Mindfulness strategies, Trauma-Informed care, take-away strategies for student conversations for the purpose of emotional triage.	1st Semester	Admin	

5	1	Articulate a scope and sequence for Second Step lessons in Pathways.	September	Admin/SIS	
5	1	Counselors support Pathways teachers in implementing regular S/E lessons.	Ongoing	Staff/Counselors	

**Strategy #3: Improve Academic Behavior, as measured by the SAEBRS screener.**

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
5	1	Executive Functioning lessons during ELT	Ongoing	Admin/Staff	
5	1	Administer the student mySAEBRS screening to establish a baseline.	Fall/Winter/Spring	SS Teachers	
5	1	Create expectations for teachers to follow during structured ELT	August	Admin	
5	1	Staff in PD for Executive Functioning strategies	1st Semester	Admin/SIS	
5	1	Establish specific ELT classes to serve as academic behavior interventions for each grade level.	2nd Semester	Admin/Counselors/SIS	
5	1	Establish an after school academic support intervention, 1 day a week (Learning Lab)	September	Admin	

5	1	Determine structure for Learning Lab to make sure students are productive and supportive	September	Admin	
5	1	Regularly review students attending Learning Lab to determine effectiveness	Ongoing	Admin/Teachers	
5	1	Utilize 212 students to serve as peer mentors/models for students	Ongoing	Teachers	

**Goal 2:** *During the 2023-2024 school year, MCMS staff will engage in understanding of what an effective Professional Learning Community (PLC) model looks like as staff engage in ongoing professional development.*

**Action Plan:**

Objective: By the end of the 2023-2024 school year, staff will utilize the PLC structure to clarify what we want students to know and be able to do, as well as develop effective common assessments.

<b>Strategy #1 Staff will review the purpose of PLCs, set norms and goals for the year.</b>					
<b>Rose Standard</b>	<b>Foundational Structure</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff</b>	<b>Progress</b>
5	1	Staff will review the purpose of PLCs, clarify vision and create collective commitment as a staff	August	Principal/SIS	
5	1	Staff will set common grade level SMART goals focused on Essential Standards and Common Assessments.	August	Principal/SIS/BLT members	

5	1	Utilize the <i>Learning By Doing</i> book to begin creating common formative assessments in collaborative teams.	Semester 1	Principal - Teachers	
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**Strategy #2: Update Essential Standards in each respective content area.**

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
5	1	Staff will review and update common Essential Standards with grade-level counterparts and curriculum departments.	Semester 1	Principal, SIS, Teachers	
5	1	Use assessment data to make changes to essential standards if needed.	Semester 2	Principal, SIS, Teachers	

**Strategy #3: Create Common Formative Assessments.**

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
5	1	Provide professional development opportunities to all staff on common assessments (purpose, method, process)	Quarter 1	Principal, SIS	
5	1	Create common formative assessments	Semester 1	Teachers	

Goal 3: *Students at MCMS will achieve College and Career Ready Success.*  
 (Professional Learning Community)

Action Plan:

Objective: MCMS will increase the percentage of students by 5% performing in the College and Career Ready categories of 3 and 4 on the Kansas State Assessments by the end of the 2024 assessment period.

**Strategy #1: Utilize the PLC structure to analyze and align assessments.**

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
5	1	ELA, Math and Science teachers will review state data from the 2023 assessment.	Quarter 1	Math, ELA, Science	
5	1	Determine what areas student scores have increased and dropped from the past three years.	Quarter 1	SIS, Math, ELA, Science	
5	1	Review common formative assessments to determine appropriate alignment to state assessed standards (including Depth Of Knowledge).	Quarter 2	SIS - Teachers	

**Strategy #2: Monitor Social/Emotional/Academic Behavior that may impede the ability to learn.**

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
5	1	Create a watchlist through communication of longitudinal data.	Beginning of Quarter 1	SIS, Teachers	
5	1	Analyze Interim/Growth Measure data to determine progress.	Ongoing - Sept-May	Admin, Teachers	

5	1	Interventionists will meet to review data and determine necessary changes in tier support.	End of each quarter	Interventionists Admin, SIS	
5	1	Determine extension opportunities for students at a Tier 1 and Tier 2 levels.	End of each quarter	SIT teams - Teachers	
5	1	Review student information spreadsheet	August	Student Services Teachers	
5	1	Administer SEL surveys to collect data (mySAEBRS/SAEBRS/Whole Child)	Fall, Winter, Spring	SIS - Teachers	