

2022-2023 Local School Plan for Improvement (LSPI)

School: Mill Creek High School Principal: Jason Lane

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) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future: Empathy, Equity, Effectiveness, and Excellence](#). All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1B: Staff and student wellbeing	Mill Creek High is working to build an atmosphere conducive to teaching and learning through the implementation of Social Emotional Learning and Restorative Practices, with an emphasis on student and staff well-being, self-care, and physical and mental health.	<u>Student</u> <ol style="list-style-type: none"> 1. Increased SEL Advisement sessions <ol style="list-style-type: none"> a. advisement to focus more on self-care and topics of interest to students 2. Restorative Practice Opportunities 3. "Check In/Check/Out" with identified students as 	EES survey data for students: <ul style="list-style-type: none"> ● Most students are respectful of others at this school. <ul style="list-style-type: none"> ○ Baseline: 30.7% ○ 2023 Target: 35% ● I enjoy coming to this school. <ul style="list-style-type: none"> ○ Baseline: 35% ○ 2023 Target: 40%

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		<p>part of Multi-Tiered System of Supports</p> <ol style="list-style-type: none"> 4. Mill Creek employees will work to get to know students both inside and outside of the classroom. 5. create incentive to reward students with flex lunch time (extended lunches) 6. Increase recognitions with PBIS <p>Staff</p> <ol style="list-style-type: none"> 1. Prioritizing Adult Social Emotional Learning through school-based professional development 2. Regular wellness activities hosted by the Counseling Department and Administrators 3. Appreciation Activities (treasure train, ice cream socials, etc) 	<p>EES survey data for Staff:</p> <ul style="list-style-type: none"> ● Our district has a social emotional framework. <ul style="list-style-type: none"> ○ Baseline: 57% ○ 2023 Target: 60% ● I receive training or instruction to support SEL. <ul style="list-style-type: none"> ○ Baseline: 53% ○ 2023 Target: 56% ● My principal/administrator cares about me as a person. <ul style="list-style-type: none"> ○ Baseline: 83% ○ 2023 Target: 85% ● Staff at all levels are treated fairly here. <ul style="list-style-type: none"> ○ Baseline: 76% ○ 2023 Target: 79% <p>School-level</p> <ul style="list-style-type: none"> ● Increase PBIS Level: <ul style="list-style-type: none"> ○ Baseline: Operational ○ 2023 Target: Distinguished

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		4. create time and space for teachers and staff to relax and build comradery 5. weekly staff self-care tips/lessons to promote positivity and stress relief	
90 Day Review: <ul style="list-style-type: none"> ● Mill Creek staff are implementing Social Emotional Learning and Restorative Practices. The Advisement team sends a weekly email to faculty and staff with selected lessons specific to grade level needs or continued topics of interest. ● Staff are increasing PBIS participation with weekly drawings for student and teacher incentives. ● Counselors are conducting student “check in/check out” with identified students. ● Key staff members have been trained in restorative practices and are being proactive with addressing specific behaviors through mediation, use of student SEL modules through Navigate 360, and parent conferences. ● There have been a few days of extended lunch and we are continuing to ask for student and staff feedback about offering these as an incentive. ● ● Administration sends weekly emails to help teachers with self care and SEL in the classroom. All Learning is Social and Emotional book study was offered to help staff implement SEL competencies. ● Administration sends cards to staff members and provides appreciation activities and provides a choice of wellness activities for staff on DLD days. 			

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<p>Equity 2A: Multi-tiered system of supports</p>	<p>Mill Creek HS and all of GCPS will use both observational, anecdotal, and performance data to ensure that every student demonstrates critical thinking skills and has a clear path to content mastery.</p>	<ol style="list-style-type: none"> 1. Universal Screeners in LA and Math given three times per year 2. Targeted Tier 1, 2, and 3 interventions developed by the MTSS Team based on screener data 3. Dedicated 25 minute block for intervention built into the lunch period as needed 4. PBIS Coach/team members available to provide interventions, feedback, or conduct restorative small groups 5. Counselor Lessons/Small Groups based on Wellness Screeners 6. School-level focus on Small Group Differentiated Instruction (SGDI) 7. Create action steps and best practice sheets for teachers 	<p>MTSS screening and wellbeing:</p> <ul style="list-style-type: none"> ● Baseline: 0% ● 2023 Target: 95% <p>Milestone Data: SY 2022 results</p> <ul style="list-style-type: none"> ● Baseline: % Developing and above <ul style="list-style-type: none"> ○ Biology - 88% ○ Algebra - 82% ○ USH - 91% ○ 11th LA - 91% ● 2023 Targets: <ul style="list-style-type: none"> ○ Biology - 89% ○ Algebra - 83% ○ USH - 92% ○ 11th LA - 92%

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90 Day Review: <ul style="list-style-type: none"> ● The Fall and Winter universal screener in Math and Language Arts has been administered. Identified students are being provided interventions based on the data. ● Counselors are providing interventions and small groups for identified students and the PBIS team presents strategies to faculty and staff based on monthly behavior data. ● Ongoing staff professional development is focused on small group differentiated instruction to provide individualized feedback and support to students. ● The Wellness team is working on creating a best practice sheet for teachers and action steps related to improving SEL in the classroom including building relationships and identifying what to do when students exhibit troublesome behaviors. 			
Equity 2B: Opportunity and access	Mill Creek HS and all of GCPS will expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum and enrichment activities.	<ol style="list-style-type: none"> 1. work on incorporating more STEM/STEAM into classrooms 2. increase communication on opportunities available to students (DE, Maxwell/grayson, AP courses, etc.) 3. provide more information on career tech education and benefits 4. expand CTE offerings by getting teachers to recruit 	EES survey data: Student data <ul style="list-style-type: none"> ● Work I do in this school is useful and interesting to me. <ul style="list-style-type: none"> ○ Baseline: 33.4% ○ 2023 Target: 39% ● What we do in school will help me succeed in life. <ul style="list-style-type: none"> ○ Baseline: 43% ○ 2023 Target: 46%

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		5. Give SAT during the school day	
<p>90 Day Review:</p> <ul style="list-style-type: none"> • The Cluster school council meeting was focused on STEM student work across the cluster and the STEM/EPIC Night was held in January. Math and Science teachers continue to work on implementing STEM lessons. • Increased communication to students and parents on curriculum options including providing face to face and online dual enrollment interest meetings, using the Big Board in the commons and morning announcements to advertise courses, and homeroom lessons focused on course offerings, AP courses, and student AP Potential reports. Maxwell and Grayson Tech visited during all lunch periods and students were provided a postcard and special newsletter with all key information for course registration. • Based on our career and technical education (CTE) data, we have paired many courses together for the 23-24 year to increase pathway completion (Marketing Principles/Sports Marketing, Marketing Principles/Entrepreneurship, and Intro to Software/AP Computer Science Principles). We also include the CTE pathways offered in all of our published registration documents and have opened AP Computer Science Principles as an option for 9th grade students that have successfully completed Algebra I. • We will administer the SAT to approximately 500 juniors (70%) in March 2023. 			

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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>Mill Creek HS will utilize the redesigned Results-Based Evaluation System composed of inputs, behaviors, and outcomes that determine the standards for student success.</p>	<ol style="list-style-type: none"> 1. assessment protocol, work sample protocols, data review/talks, AKS analysis, LA pilot, explicit modeling for teachers for math/ ela strategies 2. increase the number of staff with coTeacher training to provide additional supports and resources for Tier 1 instruction. 3. Collaborative Learning Team (CLTs) to include teaching endorsements, gifted, ESOL, STEM, etc. 4. Learning walks with department chairs 5. SOAR instructional day re-birth 6. Continue to shift philosophy into mastery learning with supports. 	<p>EES staff survey data:</p> <ul style="list-style-type: none"> ● Peer observation/coaching and feedback is a tool we use to improve instruction. <ul style="list-style-type: none"> ○ Baseline: 50% ○ 2023 Target: 55% ● Feedback from classroom observations leads to meaningful change in instructional practice. <ul style="list-style-type: none"> ○ Baseline: 63% ○ 2023 Target: 67% ● Our teachers engage in professional development activities to learn and apply new skills and strategies. <ul style="list-style-type: none"> ○ Baseline: 79% ○ 2023 Target: 82%

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		7. Meetings to discuss and review RBES goals and monitor progress.	
<p>90 Day Review:</p> <ul style="list-style-type: none"> ● Course teams meet twice per week to discuss student work, assessments, and student performance. Staff development is focused on modeling effective SEL and Small Group Differentiated Instruction practices. ● Co-teacher meetings are held at the beginning of each year to provide administrative support. ● Teachers are currently enrolled in the Gifted and STEM endorsement programs. Teaching endorsement needs for next year are being assessed by department chairs based on staffing and student registration. A new Personalized Learning Endorsement cohort was offered through Kennesaw State University and has several teachers and administrators currently enrolled. ● Administrators and department chairs continue to observe classrooms together and discuss what they see or notice to provide coaching. ● SOAR Instructional Days were rebranded as Hawk Flyovers and provide 3 levels of opportunity for teachers - observe and leave feedback for peer coaching, create a lesson plan related to their content, and implement the lesson and get administrator feedback. ● Course teams continue to administer common formative assessments to provide information on student mastery of learning. ● Midyear RBES updates have been completed by teachers and were reviewed and discussed with administrators. 			
Excellence 4A:	Mill Creek HS strives to be the first choice of students and families	1. Continue to include staff and students into	<u>EES Survey: Family Satisfaction</u>

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Preferred education destination	for excellent schools and the employer of choice for educators and staff to fulfill their careers.	<p>decision-making processes for local school decisions.</p> <ol style="list-style-type: none"> 2. increase the visibility and promotion of school activities inside and outside of the school. 3. ACT/SAT prep opportunities and support for students. 4. build better consistency among staff with expectations, referrals, etc. 5. increase administrator visibility and interactions with students and staff (non-discipline and non-evaluative) 6. Create more incentives and rewards to recognize our students and staff 7. provide more support for SEL training and implementation 8. Increase visibility and awareness of PTA, 	<p>Student survey data:</p> <ul style="list-style-type: none"> ● I enjoy coming to this school. <ul style="list-style-type: none"> ○ Baseline: 35% ○ 2023 Target: 40% ● I feel proud of my school. <ul style="list-style-type: none"> ○ Baseline: 45% ○ 2023 Target: 49% <p>Staff retention rate Data:</p> <ul style="list-style-type: none"> ● Due to the Seckinger HS split, we will use the 2022-2023 as baseline for future years. <p>Family survey results:</p> <ul style="list-style-type: none"> ● I am informed about progress toward the improvement goals of this school. <ul style="list-style-type: none"> ○ Baseline: 56% ○ 2023 Target: 60% ● Parents have input into plans for improving this school. <ul style="list-style-type: none"> ○ Baseline: 52%

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		Foundation, and other support organizations 9. Local School Council - comprised of parents, teachers, and principal 10. Club/Athletic Fair for students and parents. 11. Weekly teacher collaboration through Collaborative Learning Teams 12. Strong communication practices between teachers and parents	<ul style="list-style-type: none"> ○ 2023 Target: 56% ● My student enjoys going to this school. <ul style="list-style-type: none"> ○ Baseline: 62% ○ 2023 Target: 66%
90 Day Review: <ul style="list-style-type: none"> ● Focus groups of students and staff have been held to discuss topics such as homeroom lessons, long lunches, and dress code. A student-athlete leadership group is being created to allow 1-2 athletes from each team to meet with the Athletic Director. ● Increasing the use of our Take Flight newsletter, Twitter, Instagram, Facebook, school website, matrix board and outside marquee board to promote school activities, clubs, and sports. ● Homeroom lessons conducted for PSAT/SAT prep leading up to the SAT for All in March. ACT/SAT Prep opportunities including free diagnostic exams through Cornerstone Academic are sent to students/parents. 			

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		<ul style="list-style-type: none"> ● Student support team provides monthly discipline and behavior information and training at each faculty meeting and the student supports that are being used to help reduce problem behaviors. ● Administrators are increasing visibility and creating opportunities/incentives for students and staff to be recognized informally in addition to the teacher, staff member, coach and student of the month recognitions. ● SEL training is ongoing through PBIS team and administration presenting SEL strategies in faculty meetings, weekly emails about SEL in the classroom and teachers can observe SEL strategies from their peers. ● PTA recognizes teachers monthly and the Mill Creek Foundation is increasing community visibility through a Community 5K and a Golf Tournament. ● The school council meets five times a year and included a cluster school council meeting that focused on the vision of each school and cluster as a whole in the area of STEM. Hosted a club fair during homeroom in the first week of school. Currently planning a Spring athletic/club fair. ● Teacher collaborative teams meet twice per week to discuss student performance and instructional strategies. ● Teachers email progress reports at 6 and 12 weeks and phone calls home are encouraged. 	