

## Mission

### Mill Run's Mission Statement

Mill Run Elementary School's mission is to embrace diversity and individuality by providing a positive, challenging, learning environment. We develop life long learners and independent thinkers through skills learned by their study of language, literature, fine arts, mathematics, technology, and the sciences. In partnership with students, staff, parents, and community, we are committed to nurturing social, emotional, academic, and physical well being of all children in order for them to become responsible citizens of the world.

## Vision

### Mill Run's Vision

Mill Run Elementary School focuses on the needs of each individual child. Through differentiation, and child-centered learning, we strive to create an environment in which every student succeeds. Our School Improvement Plan addresses specific programs and instructional practices that reach our diverse group of learners.

### School Improvement Committee

#### Teachers

Mabby Lavoy-KG

Kelli Pattinson-2nd Grade

Mark Wojick-3rd Grade

Ellen Rock-4th Grade

Tara Van Patten-5th Grade

Lisa Schwarz-Reading Resource

Robin Kim-Reading Resource

Michele Kovach-Guidance

Kerry Lennon-Resource Teacher

Traci Bayfield-Resource Teacher

Tri Bostelman-Parent Liason

Paul Vickers-Principal

Garett Brazina-Assistant Principal

John Cornely-Administrative Intern

Parents

Stephanie Worthley

Diane Greene

Kath Race

Lois Brown

Melissa O'Rourke

Cindy Coogan

Robin Kim

Laura Warner

Suzanne Vel

## Process Definition



92% of students will pass all SOL tests



### Goals



Exceed school board SOL pass rate target (Unadjusted)




### Indicators

- % All 3rd grade students passing English SOL (Unadjusted)
- % All 3rd grade students passing Math SOL (Unadjusted)
- % All 3rd grade students passing Science SOL (Unadjusted)
- % All 3rd grade students passing Social Science SOL (Unadjusted)
- % All 4th grade students passing English SOL (Unadjusted)
- % All 4th grade students passing Math SOL (Unadjusted)
- % All 4th grade students passing Social Science SOL (Unadjusted)
- % All 5th grade students passing English SOL (Unadjusted)
- % All 5th grade students passing Math SOL (Unadjusted)
- % All 5th grade students passing Science SOL (Unadjusted)
- % All 5th grade students passing Writing SOL (Unadjusted)









### Action Plans

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 Critical Thinking Skills


 **Tasks**

-  1. Order Think Fun Kits
-  2. Introduce Think Fun Kits to staff at next faculty meeting
-  3. SEARCH Teacher will notify teachers of her planned scheduled time to meet with the students in the grade level classrooms.
-  4. Teachers will schedule the SEARCH teacher to come into the classroom and use the materials from the Think Fun Kits.
-  5. Conduct round table discussion with the students about what their learning experiences are with the Think Fun Kits.







 Implement Use of "GIZMOS"

 **Tasks**

-  1. Staff and students to provide input about the use of GIZMOS
-  2. Schedule professional development
-  3. Professional development for fourth grade
-  4. Professional development for fifth grade
-  5. Professional development for third grade
-  6. Staff and students to provide input about the use of GIZMOS
-  7. Analyze report on the usage of GIZMOS by teachers and students
-  8. Review SOL scores for math and science









 Mountain Lion Learner Cards

 **Tasks**


-  1. Purchase hallway hooks and title plates
-  2. Grade level teams create 1st quarter questions, aligned w/ pacing guides
-  3. Complete Quarter 1 MLLCs
-  4. Monitor use of MLLC
-  5. Principal sends reminders through weekly staff newsletter about using MLLC
-  6. Principal sends reminders through weekly staff newsletter about using MLLC

 Precision Teaching Model implemented by regular education staff





 **Tasks**


-  1. Schedule Allyson Pate
-  2. Third Grade receives Professional Development
-  3. Present Precision information to staff to build interest and explain the program
-  4. Identify teachers demonstrating interest to participate in Precision PD and if they prefer during the school day or after school.
-  5. Monitor Precision application and progress to third grade identified students.
-  6. Schedule Allyson Pate for PD for K - 2 and 4 - 5 teachers
-  7. Grades K - 5 receive Precision PD
-  8. Monitor Precision application and student progress to identified students participating

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 Primary Math Enrichment


 **Tasks**

-  1. Principal meets with Math TF to develop plan
-  2. Principal works w/ 1st and 2nd grade teams to schedule the PD with Teacher Facilitator
-  3. PD w/ Math TF
-  4. Principal receives feedback about PD & implementation and schedules future PD








 Refining Assessment Practices

 **Tasks**

-  1. Professional Development for teachers: Refining Assessment Practices
-  2. Professional Development for teachers: Refining Assessment Practices









 Student Assistance Program


 **Tasks**

-  1. Apply for money through the instructional and special education department
-  2. Develop indicators for student placement
-  3. Teachers use indicators to determine students who will be placed in program
-  4. Teachers submit students' names to administrators as to who will be enrolled in the program
-  5. Arrange bus transportation
-  6. Teacher Planning
-  7. Compare the results from the SOL tests to the participants in the program

 Student Mentoring Program (CLAWS)


 **Tasks**

-  1. Distribute at-risk indicators for teachers to review
-  2. Teachers to provide guidance counselor with students' names
-  3. Distribute mentor profile information to teachers
-  4. Students will be assigned a mentor
-  5. Teachers will begin meeting their mentees
-  6. Mentors will complete monthly meeting report
-  7. Distribute mentor and student survey
-  8. Distribute parent survey









 Improve science achievement


 **Indicators**

 **Action Plans**





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 Science Expo Projects


 **Tasks**

-  1. Proposal packets are given to students
-  2. Proposal packets are due back to classroom teachers for review
-  3. Proposal packets are returned to students
-  4. Students present their projects to their classmates





 Improve social science achievement

 **Indicators**

 **Action Plans**

 Improve student achievement


 **Indicators**

-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)
















 **Action Plans**

All schools will meet AYP (NCLB) requirements

 **Goals**

 Exceed federal required SOL pass rates (AYP)


 **Indicators**

-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Average Daily Attendance (ADA) for schools (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)



 **Action Plans**

 Reduce disparity in student achievement by closing achievement gaps (CAG)


 **Goals**

 Improve reading comprehension

 **Indicators**

-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark

 **Action Plans**

 Improve writing achievement

 **Indicators**

 **Action Plans**

 Increase participation in AP, Honors and GT Programs


 **Indicators**

-  % Asian students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Gifted and Talented Program exceeded the previous year
-  % Economically Disadvantaged students participating in Gifted and Talented Program exceeded the previous year
-  % Hispanic students participating in Gifted and Talented Program exceeded the previous year
-  % Limited English Proficient students participating in Gifted and Talented Program exceeded the previous year
-  % students with disabilities participating in Gifted and Talented Program exceeded the previous year







 **Action Plans**

 Exceed NCLB and VDOE requirements


 **Goals**

 Exceed state required pass rates for SOL tests (Accreditation)







 **Indicators**

-  % Gr 3 & Gr 5 passing English SOL (Accreditation)
-  % Gr 3 passing History SOL (Accreditation)
-  % Gr 3 passing Science SOL (Accreditation)
-  % Gr 3-5 passing Math SOL (Accreditation)
-  % Gr 4 passing History SOL (Accreditation)
-  % Gr 5 passing Science SOL (Accreditation)

 **Action Plans**

 Increase SOL Advanced Proficiency pass rates(Governor's VIP)





 **Indicators**

-  % ALL students who scored at the advanced level on SOL English tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL History tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Science tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Writing tests (Unadjusted)

 **Action Plans**






 Ancient Civilization Museum


 **Tasks**

-  1. Second and Third grade levels erect Ancient Civilization Museums in hallways
-  2. Cleveland Museum of Art - Egypt Video conference
-  3. Authentic learning opportunities using Ancient Rome, Greece, and Mali
-  4. Atlanta Museum of Puppetry - Video conference

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 Maintain or Improve Attendance Rate (AYP)


 **Indicators**

 % Average Daily Attendance (ADA) for schools (AYP)

 **Action Plans**


 Strengthen safe learning environments

 **Goals**

 Improve school climate


 **Indicators**

 **Action Plans**









 Improve school climate

 **Indicators**


















 **Action Plans**

 Student Mentoring Program (CLAWS)

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Goal Timeframe	Action Plan Priority	Task Status	Indicator Progress
 Long-term	 High	 Draft	 On Target
 Medium-term	 Medium	 In-Progress	 Warning
 Short-term	 Low	 Cancelled	 Off Target
 Not Assigned	 Not Assigned	 Postponed	 Not Assigned
		 Completed	