

Academic Goals

Goal 1 2018-2019	By spring of 2019, 67% of students will meet or exceed on the ELA portion of the Illinois Assessment of Readiness (IAR) assessment.
2017-2018 PARCC Data	In the spring of 2018, 64.2% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.
2016-2017 PARCC Data	In the spring of 2017, 52.5% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.
2017-2018 and 2018-2019 PARCC/ Illinois Assessment of Readiness (IAR) and/or Performance Series Benchmarks of Success	<p>2017-2018 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● Performance Series Reading for Economically Disadvantaged: 27% high/above average <ul style="list-style-type: none"> ○ Spring 2018 - 39% above average <ul style="list-style-type: none"> ■ met ● Growth of the Economically Disadvantaged subgroup will be 60% met their target on PS Reading at the end of each year <ul style="list-style-type: none"> ○ Spring 2018 - 47% met growth target <ul style="list-style-type: none"> ■ not yet met ● 20% or more of the Economically Disadvantaged students will be in the Far Above Average growth category on PS Reading each year <ul style="list-style-type: none"> ○ Spring 2018 - 12% are in far above growth category <ul style="list-style-type: none"> ■ not yet met ● Performance Series Reading for IEP: 13% high/above average <ul style="list-style-type: none"> ○ Spring 2018 - 9% above average <ul style="list-style-type: none"> ■ not yet met ● Performance Series Reading for Hispanic: 24% high/above average <ul style="list-style-type: none"> ○ Spring 2018 - 21% above average <ul style="list-style-type: none"> ■ met ● Performance Series Reading for LEP: 16% high/above average <ul style="list-style-type: none"> ○ Spring 2018 - 26% above average <ul style="list-style-type: none"> ■ met <p>PARCC:</p> <ul style="list-style-type: none"> ● ELA scores increased 12 percentage points over last year 52.5% ME in 2017 to 64.2% ME in 2018 ● All subgroups showed improvement in ELA scores with significant increases for Hispanic, Asian, African American, 2 or more races, English Learners and Economically Disadvantaged students

	<p>(increases of 20+ percentage points)</p> <ul style="list-style-type: none"> ● After only one year, we are nearing our 3 year ELA SIP goal of 40% of our Economically Disadvantaged students meeting expectations on PARCC with an increase from 15.7% in 2017 to 35.3% in 2018. ● Economically Disadvantaged <ul style="list-style-type: none"> ○ SY2017: 15.7% Proficient (district 41.4%) ○ SY2018: 35.3% Proficient (district 46.6%) ● African American <ul style="list-style-type: none"> ○ SY2017: 19% Proficient (district 29.2%) ○ SY2018: 42.9 % Proficient (district 31.6%) <ul style="list-style-type: none"> ■ Mill St was higher than District Average ● Special Education <ul style="list-style-type: none"> ○ SY2017: 0% Proficient (district 21.2%) ○ SY2018: 5% Proficient (district 24.3%) ● Hispanic <ul style="list-style-type: none"> ○ SY2017: 17.9% Proficient (district 47.8%) ○ SY2018: 32.1% Proficient (district 46.6%) ● English Learners <ul style="list-style-type: none"> ○ SY2017: 8.6% Proficient (district 22.6%) ○ SY2018: 27.5% Proficient (district 24.7%) <ul style="list-style-type: none"> ■ Mill St was higher than District Average <p>2018-2019 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● School wide: 64% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● FRL subgroup: 40% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● IEP subgroup: 27% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● LEP subgroup: 34% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● Hispanic subgroup: 27% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● African American subgroup: 45% of students were in the high average/above average band on Fall 2018 Performance Test Reading
<p>2017-2018 and 2018-2019 Summary of Research Based Action Steps</p>	<ul style="list-style-type: none"> ● Mill Street staff will implement the Teaching and Assessment Cycle when planning for ELA instruction ● Mill Street staff will implement the MTSS as outlined on the MTSS Implementation Plan ● Mill Street staff will demonstrate a collective responsibility approach towards planning and instruction ● Mill Street staff will demonstrate best practices related to lesson planning and quality instructional design

	<ul style="list-style-type: none">● Mill Street staff will utilize a Formative Assessment Cycle to provide students with specific feedback
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Goal 2 2018-2019	By spring of 2019, 70% of students will meet or exceed on the Mathematics portion of the Illinois Assessment of Readiness (IAR) assessment.
2017-2018 PARCC Data	In the spring of 2018, 66.7% of students met or exceeded Mathematics learning standards expectations as measured by PARCC.
2016-2017 PARCC Data	In the spring of 2017, 60.7 % of students met or exceeded Mathematics learning standards expectations as measured by PARCC.
2017-2018 and 2018-2019 PARCC and/or Performance Series Benchmarks of Success	<p>2017-2018 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● Performance Series Math for Low Income: 40% high/above average <ul style="list-style-type: none"> ○ Spring 2018 - 48% high/above average <ul style="list-style-type: none"> ■ met ● Performance Series Math for IEP: 23% high/above average <ul style="list-style-type: none"> ○ Spring 2018 - 27% high/above average <ul style="list-style-type: none"> ■ met ● Performance Series Math for Hispanic: 42% high/above average <ul style="list-style-type: none"> ○ Spring 2018 - 56% high/above average <ul style="list-style-type: none"> ■ met ● Performance Series Math for LEP: 31% <ul style="list-style-type: none"> ○ Spring 2018 - 55% above average <ul style="list-style-type: none"> ■ met ● Economically Disadvantaged Growth will be 60 % met their target on PS Math at the end of each year <ul style="list-style-type: none"> ○ Spring 2018 - 61% met their growth target <ul style="list-style-type: none"> ■ met ● 20% or more of the Economically Disadvantaged students will be in the above average category on PS Math each year <ul style="list-style-type: none"> ○ Spring 2018 - 18% are in the above average category <ul style="list-style-type: none"> ■ not yet met <p>PARCC:</p> <ul style="list-style-type: none"> ● Math scores increased 6 percentage points over last year- 60.7% ME in 2017 to 66.7% ME in 2018 ● All but two subgroup (Asian and 2 or more races) showed improvement in Math scores, with significant increases for Hispanic, African American, White, English Learner, Special Education and Economically Disadvantaged. ● Economically Disadvantaged <ul style="list-style-type: none"> ○ SY2017: 26.5% Proficient (district 33.9%) ○ SY2018: 30.6% Proficient (district 35.4%) ● Special Education <ul style="list-style-type: none"> ○ SY2017: 13% Proficient (district 23.2%) ○ SY2018: 20% Proficient (district 23.8%) ● African American

	<ul style="list-style-type: none"> ○ SY2017: 28.6% Proficient (district 19.5%) ○ SY2018: 35.7% Proficient (district 24.6%) <ul style="list-style-type: none"> ■ Mill St was higher than District Average ● Hispanic <ul style="list-style-type: none"> ○ SY2017: 26.8% Proficient (district 39.6%) ○ SY2018: 35.8% Proficient (district 40.6%) ● English Learners <ul style="list-style-type: none"> ○ SY2017: 8.6% Proficient (district 29.9%) ○ SY2018: 27.5% Proficient (district 27%) <ul style="list-style-type: none"> ■ Mill St was higher than District Average <p>2018-2019 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● School wide: 75% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● FRL subgroup: 60% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● IEP subgroup: 39% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● LEP subgroup: 47% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● Hispanic subgroup: 58% of students were in the high average/above average band on Fall 2018 Performance Test Reading ● African American subgroup: 50% of students were in the high average/above average band on Fall 2018 Performance Test Reading
<p>2017-2018 and 2018-2019 Summary of Research Based Action Steps</p>	<ul style="list-style-type: none"> ● Mill Street staff will implement the Teaching and Assessment Cycle when planning for Math instruction ● Mill Street staff will implement the MTSS as outlined on the MTSS Implementation Plan ● Mill Street staff will demonstrate a collective responsibility approach towards planning and instruction ● Mill Street staff will demonstrate best practices related to lesson planning and quality instructional design ● Mill Street staff will utilize a Formative Assessment Cycle to provide students with specific feedback

Social Emotional Learning Goals

Goal 3 2018-2019	Mill Street School's culture will promote Social Emotional learning and wellbeing for all students and staff.
2017-2018 and 2018 - 2019 Benchmarks of Success	Mill Street 5 Essential Survey results will indicate a positive climate and culture conducive to learning for all students.
2017-2018 and 2018-2019 Summary of Research Based Action Steps	<ul style="list-style-type: none">● Mill Street staff will consistently and explicitly teach the SEL curriculum and integrate the curriculum into content areas.● Mill Street staff will implement Culturally Responsive Practices● Mill Street staff will implement Restorative Practices● Mill Street staff will implement Trauma Informed Practices● Mill Street staff and students will implement Building Wide Behavioral Expectations

Action Plan

Link to [Action Plan](#)