

National Heritage Academies

Mill Creek Academy 2026-2027 School Improvement Plan

May 2026

1.0 Overview Continuous School Improvement Plan and Team Process

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2026-2027 school year and beyond. By evaluating and updating this plan, along with completing their assigned school improvement-related OnBase grants compliance tasks (see Appendix A), the school will meet state and federal requirements pertaining to schoolwide planning each year.

2.0 Program Evaluation Overview (ESSA [Section 1114(b)(1)(A) of Title I])

ESSA requires that schools must annually complete a formal Program Evaluation with a team consisting of a variety of stakeholders that includes:

- Evaluation of the implementation of and results achieved for grant-funded programs, strategies, and initiatives;
- Determining the effectiveness of the programs in increasing achievement of students in meeting state academic standards;
- Revising their continuous school improvement plan as necessary, based on the results of the evaluation, to ensure the ongoing continuous improvement of student achievement.
- A school-specific Program Evaluation spreadsheet template will be sent via email to the school principal in early January of each year. Once completed, the Program Evaluation spreadsheet template is uploaded by the school to the Grants Compliance (GC-Program Evaluation) OnBase task.

3.0 Comprehensive Needs Assessment (CNA) Overview (ESSA [Section 1114(b)(1)(A) of Title I])

As part of the school's annual Comprehensive Needs Assessment (CNA), the school's identified Continuous Improvement Team (CIT) completes a data-driven review of demographic, process, perception, academic, non-academic, and systems data that includes all students and subgroups in the school. The CNA identifies the school's strengths and challenges in key areas that affect student achievement. The CNA, when conducted thoroughly, provides both targeted and schoolwide schools with identified strengths and weaknesses and through completion of a root cause analysis, specifies priorities for addressing whole-child needs. The CNA is critical to developing a schoolwide program, as it reveals the priority areas on which the program will focus.

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Together the CNA, along with the Program Evaluation, guides the development of the comprehensive schoolwide plan.

Continuous Improvement Team (CIT) The school has a Continuous Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school's comprehensive needs assessment and program evaluation by analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in both a root cause and gap analysis and adequate yearly progress reviews.

The CIT also reviews and assists in the development, implementation, and evaluation of the following school improvement components:

- Annual review of the Building Mission Statement;
- Building goals, strategies, and assessments based on academic standards for all students;
- Curriculum alignment with State Standards and Benchmarks, NHA Curriculum, and Core Knowledge objectives;
- Monitor and evaluate the process for the building continuous school improvement plan;
- Building professional learning plans consistent with student academic performance needs;
- Participatory decision-making process;
- Identifying community resources that enhance instructor and student learning;
- Utilization of community resources and volunteers.

The CIT meets regularly (at least quarterly) to assess progress on and accomplishment of goals and implementation of the various components of the Schoolwide Plan, including evidence-based strategies and adult-led activities.

The CNA template is found within the OnBase Instructions for the task. Most data needed to complete the Comprehensive Needs Assessment can be found on InSite within the [Continuous Improvement Data Hub](#). If you need additional data please reach out to your school's designated Service Center Accountability Analyst. Once completed, the Comprehensive Needs Assessment (CNA) template is uploaded by the school to the Grants Compliance (GC-Comprehensive Needs Assessment-CNA) OnBase task.

Decision-Making Process

Decision-making authority within the school lies with the school's leadership team, although the school values and considers the input and perspective of staff and stakeholders as decisions are made. Decisions support the vision and purpose of the school, National Heritage Academies, and also the best practices of school

improvement research and effective teaching strategies. Staff members and various stakeholders, including parents, board, and community partners, participate as appropriate in Continuous Improvement Team meetings and activities.

4.0 School Community Partnerships

The school utilizes a variety of partnerships to support staff, students, and parents. The school employs an Admissions Representative who works in partnership with the community to organize events, fundraisers, and charity events, as well as to inform the media and local community of school events. Additionally, the school partners with area organizations or community members in order to promote a symbiotic relationship between itself and the community.

Please complete the table below for each partnership that your school has developed. Include specific details about the benefits of that partnership. A minimum of three partnerships is required.

Name of partnership organization	Approximate number of years in partnership	Details regarding the benefits of partnership
Greater Waukesha Area YMCA	3	The YMCA YBASE programming provides onsite before and after school childcare for families whose daily schedules may not allow them to pick their children up during the expected arrival or drop off.
Mill Creek Parent Teacher Organization (PTO)	2	The Mill Creek PTO is instrumental in building support for school programming both from a community building event aspect as well as fundraising. They assist with the coordination of volunteers for classroom and schoolwide needs including our Book in a Bag home to school connection program.
Waukesha Parks, Forestry & Recreation	4	The Waukesha Parks and Rec team partners with us to share resources with families who live within the residential boundaries of their jurisdiction (60+% of our families), provide activities for scholars and families outside the school day, and assist us in marketing (enrollment)

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		opportunities through school sponsorships of events and programming
Journey Martial Arts	3.5	Journey provides Family engagement events and collaborates with our PTO.
Kids Kingdom	3	Provide transportation from our school to their facility for after care for families
Girl Scouts of the USA	2	The Girl Scouts are an after school partnership program that allows scholars opportunities to make friends, engage in new activities (adventure), give back to their community and develop leadership skills
Girls on the Run	2	An after school program organization whose participants to recognize inner strength, increase physical activity levels, and develop confidence in advocating for themselves and others.
Waukesha County Business Alliance	3.5	Access to college and career readiness opportunities for middle school scholars. Community resource networking
Waukesha Police Department	3.5	Waukesha Night Out safety event. Community awareness

5.0 Evaluation of Current School Improvement Efforts

ESSA requires that you evaluate the effectiveness of your school improvement efforts at least once annually. This data-based review provides an opportunity to evaluate progress toward your current year goals based on the school's implementation of their evidence-based strategies and activities.

Consider what was successful and what may need to be updated or adjusted for the upcoming school year and provide a summary by answering the following questions for each goal.

Current Year Goal #:1

For the 2025-26 school year, Mill Creek will increase the percentage of scholars scoring advanced/proficient on NHA ELA Interim assessments to 50%(or higher) in grades 3-8 and 50% in grades K-2 (FSA)).

1. Fidelity: Were the strategies and activities identified in the goal implemented with fidelity? What is the evidence?

Yes, they were implemented with fidelity; however, we discovered that more attention needed to be given to aligning instruction to the intended target and providing rich academics tasks for students to practice with. At our professional development, we discussed deeper levels of questions, annotations for discussion - students to call on - O3s were held much more consistently this year and although cycles may not have been a long term or as defined as the NHA model outlines, there were more opportunities for co-planning, and on -the-spot feedback for ELA.

2. Scale/Reach: Did the plan reach the intended audience? What is the evidence?

Yes, we had high levels of participation in staff meetings and PD, we have the annotated lessons, the FSA and Interim scores did growth throughout the year. Grade 3 implemented their phonics curriculum that extended those foundational skills. Tier 2 interventions and small group instructional systems were also further developed, particularly at the Grade 4 and 5 levels within the classroom.

3. Capacity: Were sufficient resources (funds, staff, materials, time, etc.) allocated toward the implementation of the plan, and were they distributed equitably and used as intended? Were barriers addressed? What is the evidence?

Yes, our intervention para schedules were driven by student need and the Forward/Fab data sheet. Our intervention materials were used by the students that needed them (targeted), and we began developing the system for data conversations as it pertained specific students not making adequate progress and may have been considered for special education services (parent or teacher request).

4. Impact: What was the impact of the implementation of the plan? Did it accomplish its goals? Why or why not? What is the evidence? Will the school continue this goal into the next year? What adjustments might be needed?

The implementation did have impact on student achievement, although we did fall short of our goals. This is going to be a goal that will carry into the following school year, although the targets will change and the actions steps will focus more on universal systems for the tier 1 instruction and a clearly understood pathway for teachers to own the review and response to outcome data.

Current Year Goal #2

By the end of the 2025-26 school year, Mill Creek will increase the percentage of scholars scoring advanced/proficient on NHA Math Interim assessments to 50%(or higher).

1. Fidelity: Were the strategies and activities identified in the goal implemented with fidelity? What is the evidence?

Yes, they were implemented with fidelity; however, we discovered that more attention needed to be given to aligning instruction to the intended target and providing rich academics tasks for students to practice with. At our professional development, we

discussed deeper levels of questions, annotations for discussion - students to call on - O3s were held much more consistently this year and although cycles may not have been a long term or as defined as the NHA model outlines, there were more opportunities for co-planning, and on -the-spot feedback for Math

2. Scale/Reach: Did the plan reach the intended audience? What is the evidence?

Yes, we had high levels of participation in staff meetings and PD, we have the annotated lessons, the numeracy and Interim scores did growth throughout the year. Tier 2 interventions and small group instructional systems were also further developed, particularly at the Grade 4 and 5 levels within the classroom. The one thing we did not have consistency for is the home connection for math skills practice.

3. Capacity: Were sufficient resources (funds, staff, materials, time, etc.) allocated toward the implementation of the plan, and were they distributed equitably and used as intended? Were barriers addressed? What is the evidence?

From a staffing standpoint, the resources were allocated as sufficient as they could be. Our intervention support paras worked directly with students to support the practice skills and teachers developed responsive interventions; however, the team determined that the distribution from an equity lens could improve with more consistent data reviews and schedule adjustments. The team also determined that we need to investigate the Next Steps guides, Bridges intervention resources, and the opportunities for differentiation that exist in the curriculum resources to better support students who may fall short of the expected proficiency/mastery.

4. Impact: What was the impact of the implementation of the plan? Did it accomplish its goals? Why or why not? What is the evidence? Will the school continue this goal into the next year? What adjustments might be needed?

The implementation did have impact on student achievement, although we did fall short of our goals. This is going to be a goal that will carry into the following school year, although the targets will change and the actions steps will focus more on universal systems for the tier 1 instruction and a clearly understood pathway for teachers to own the review and response to outcome data. Furthermore, our grade 3-5 math curriculum resources are going to be refined for more efficiency to promote opportunities for active engagement and productive struggle while students work with content/materials.

6.0 School Improvement Goals Best Practice Guidelines

Writing a Smart Goal: Goals provide a sense of direction, motivation, and a clear focus for improvement. They create a target for those implementing a plan. Focusing improvement efforts by setting goals increases the likelihood that improvement will take place.

Define A Measurable (SMART) Goal: Identify the components of the Goal, ensuring that it is SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) and name the goal. The measurement component of a SMART goal should align to the data considered during the CNA process. A SMART Goal can have more than one measure.

- Specific: Clearly define what you want to achieve, the reasons for it and who is involved.
- Measurable: Establish how you will track progress and determine when the goal has been met. What data will be used to measure?
- Achievable: Ensure the goal is realistic and attainable with your current skills, knowledge, and resources.
- Relevant: Confirm that the goal aligns with broader organizational priorities and that the outcome is meaningful.
- Time-bound: Set a specific, realistic deadline for completing the goal to create a sense of urgency and manage the timeline.

Examples of SMART Goal Statements:

- Increase reading comprehension scores in grades K-3 by x% as measured by State Assessment and NWEA by Spring, 20xx.
- Decrease student absenteeism in grades 6-8 from x% to x% as measured by attendance reports by June 20xx.

Selecting Evidence Based Programs, Strategies and Initiatives: Strategies are the roadmap to achieving measurable goals. The team should focus on selecting a strategy that is tightly aligned to the outcome you want to achieve with your goal.

Things to consider when identifying an evidence-based strategy for implementation

- Evidence: The strength of the strategy's evidence in achieving intended outcomes when implemented well through research and or evaluation work. How will you consider the ESSA Tiers of Evidence in your selection of a strategy [1]
- Fit: The extent to which the strategy aligns with the district's current priorities, existing initiatives, and values.
- Need: The extent to which the strategy has demonstrated meeting the identified need of the target population through research and/or evaluation with a comparable population.
- Supports: The strength of the foundation available to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and use support, policies and procedures, and stakeholder engagement).

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- Usability: The extent to which the strategy's principles, values, and core components are measurable and observable.
- Capacity: The strength of the district's qualified workforce, financial supports, technology support, and administrative supports needed to implement and sustain the strategy with fidelity.

[1] Emphasis of the use of evidence-based strategies, programs and initiatives is required for ESSA grant-funded programs. ESSA defines the term “evidence-based: when used with respect to an LEA, as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on the following identified levels.

- Tier 1 Strong - At least one well designed and well-implemented experimental study (randomized, control trial). Studies that meet What Works Clearinghouse standards without reservation
- Tier 2 – Moderate - At least one well-designed and well-implemented quasi-experimental study. Studies that meet What Works Clearinghouse standards with reservation
- Tier 3 - Promising - At least one well-designed and well-implemented correlational study with statistical controls for selection bias
- Tier 4 – Demonstrates a Rationale - Supported by well-specified logic model supported by research and evaluation

EXAMPLES:

Strategy, Program or Initiative	ESAA Level of Evidence (1-4)	Evidence Based Citation
Academic Intervention Coaches	1-Strong Evidence	https://www.evidenceforessa.org/program/content-focused-coaching-whole-class/
aimsweb Plus	3- Moderate Evidence	https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/efficacy-assessment-reports/aimsweb-Plus-research-report.pdf
Corrective Reading	3- Promising Evidence	https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120

Identifying the Root Cause: There are many tools available to assist in completing a Root Cause Analysis including the “Five Why’s” and “Fishbone Diagram”. Click on the link to access resources and templates for these tools. [Root Cause Analysis Guidelines and Templates](#)

Root Cause Best Practices:

A cause is a “Root Cause” if:

- The problem would not have occurred if the cause had not happened
- The problem would not reoccur if the cause were corrected or dissolved, and
- Correction or dissolution of the cause would not lead to the same or similar problems

A Root Cause should be:

- Within the control of the school (a practice or system)
- Connected to the identified priority need
- Fit your improvement strategy (if one has already been decided)

A Root Cause should NOT be:

- Identified as a person
- Something you cannot control

Example of identifying a Root Cause using the Five Why's:

Problem statement: Parents do not feel that they receive timely and relevant communication from the school.

1. Why? Parents do not regularly check our school website.
2. Why? They might not know the information is there.
3. Why? We have not told parents that the information is there.
4. Why? We have not had the time to meet with parents or prepare any materials to share with parents about the website.
5. Why? It is not something we normally plan time for.

Possible Root Cause: We need to schedule time to provide resources and tools for communicating with parents in a timely manner that they can readily access.

Identifying Activities: Activities are the details for implementing programs, strategies and initiatives.

Activities should be adult based actions and include a person(s) responsible and the start and end date of the activity. Some activities may be one-time events while other activities may be ongoing. Most, but not all activities should be tied to your budget requests for the upcoming year. A minimum of 3 activities per strategy, program or initiative should be included in your goal.

Examples of one-time event activities:

- Purchase supplies and materials for Math Parent Learning Event

- Hold staff meeting to include training on building parent capacity and engagement
- Bringing in an outside vendor to provide Professional Learning related to the strategy

Examples of ongoing activities:

- Paraprofessionals providing Tier 2 supplemental instruction to the most at-risk students
- Weekly PLC meetings to review and analyze ELA data
- Yearly subscription renewal for a curricular or progress monitoring tool
- Instructional Coaches completing weekly observations to new teachers

7.0 Continuous School Improvement Goals for the Upcoming Year

Based on your Program Evaluation and Comprehensive Needs Assessment (CNA), complete the tables below with your identified priorities and continuous school improvement goals for the upcoming year. A minimum of two goals is required. Additional goals may be added at the school's discretion based on their priority needs.

Best Practice: See OnBase Grants Compliance tasks for instructions and templates for completing your Program Evaluation and CNA, which must be completed prior to writing your Continuous School Improvement Goals.

Note: All Federal and State budget requests for the upcoming investment and consolidated application season must be tied back to your school improvement goals, strategies, activities, and/or your Comprehensive Needs Assessment and Program Evaluation.

Continuous Improvement Goals

Required Goal #1

1. SMART goal statement: For the 2026-27 school year, Mill Creek will increase the combined percentage of scholars scoring advanced/proficient on NHA ELA & Math Interim assessments (or higher) in grades 3-8 by 10 percentage points and in grades K-2 (FSA & Numeracy), 5 percentage points.
2. Area of need being addressed: Increasing instructional capacity of all teachers both in developing deeper understanding of the curriculum and engagement of scholars in the concepts and skills activities.
3. Root Cause: Variability in student outcomes is driven by inconsistent implementation of curriculum and instructional practices, resulting from underdeveloped systems for professional learning, coaching, and ongoing support during staff transitions and

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curriculum adoption.

4. Baseline data (Where are you starting?): Combined proficiency on Interim 3 was 49% and FSA/Numeracy was 68%

5. End target measure (Where do you want to be?): Combined proficiency on Interim 3 will be 59% and FSA/Numeracy was 67%

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Teacher Clarity and aligning learning intentions with success criteria		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Grade 3-5 Math professional development - goal alignment and engagement.	August 2026	October 2026	Curriculum & Instruction Partners. Instructional staff at grade 3-5
Activity #2 Instructional coaching, including co-planning and on the spot feedback, using identified Key Levers (Goal Alignment, Planning for discussion/intentional Questioning)	September 2026	May 2027	Deans and Teachers
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Academic Interventions		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Tier 2 resources and Tier 3 Reading Mastery/Corrective Reading	September 2026	May 2026	Principal, deans, Intervention Assistance Team
Activity #2 Outlining and implementing our Intervention Assistance protocols with higher fidelity tracking progress monitoring and adjusting intervention intensity.	September 2026	December 2026	School Leadership Team (all staff)

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Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #3	Classroom Discussion		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Professional Development around intentional questioning (next level)	August 2026	October 2026	Curriculum & Instruction partners, school leadership
Activity #2 Instructional coaching, including co-planning and on the spot feedback, using identified Key Levers (Goal Alignment, Planning for discussion/intentional Questioning)	September 2026	May 2026	Deans and Teachers

Required Goal #2

1. SMART goal statement: For the 2026-27 school year, Mill Creek Academy will close the combined proficiency gap between scholars with disabilities and scholars without disabilities by 12% on the NHA Interim assessments.
2. Area of need being addressed: High quality instruction, specially designed instruction and program fidelity to close gaps
3. Root Cause: Variability in student outcomes is driven by inconsistent implementation of curriculum and instructional practices, resulting from underdeveloped systems for professional learning, coaching, and ongoing support during staff transitions and curriculum adoption. Additionally, there was a clear lack of systems and specially designed instructional resources and progress monitoring fidelity up until the mid-way point of the school year. While Mill Creek experienced extended periods of time without the appropriate amount of special education staffing in past years, some staff are still within their first 3 years of working in a school. Additionally, there was a clear lack of systems and specially designed instructional resources and progress monitoring fidelity up until the mid-way point of the school year.
4. Baseline data (Where are you starting?): Current gap is 31%. 12% of students scored a 3.0 or higher on Interim 3 (25% proficiency on the state assessment in 24-25) while 49% of non-disabled scored a 3.0 or higher on Interim 3 (62% on the state assessment in 24-25).
5. End target measure (Where do you want to be?): End of the year target

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Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Micro-teaching & co-teaching		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Professional Development on co-teaching with follow-up coaching focused on co-planning.	August 2026	December 2026	Dean of special education, Special education supervisor
Activity #2 Implementing instructional cycles, evaluating the effectiveness of lessons with greater fidelity.	August 2026	May 2027	Teacher teams, deans
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Peer-tutoring		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Structures for peer tutoring/monitoring in the classroom	October 2026	February 2027	Deans. teachers, special education program support team members

Appendix A

Additional Required OnBase Continuous School Improvement Tasks (and Month Due)

Best Practice: Within the OnBase platform on myNHA, download the instructions for each task and use the templates and resources linked within the instructions to complete each task.

- Quarterly Monitoring and Adjusting of Continuous School Improvement Plan (August, November, January, and April)
- Title I Targeted and Schoolwide Program Requirements (January)
- Comprehensive Needs Assessment (CNA) (February)
- Program Evaluation (February)
- Parent and Family Engagement Plan and Activities Calendar (March)
- Professional Learning Plan (March)
- Parent Continuous Improvement Collaboration (March)
- Staff Continuous Improvement Collaboration (March)
- Board Continuous Improvement Collaboration (March)
- Evaluation of Wellness Plan and Goals (March)
- School Improvement Plan Implementation Ready for Upcoming Year and CIT Roster (April)
- NY Only - Stakeholder Consultation and Collaboration Form

Resources

Questions?

- Email the Program Accountability Advisor Team at PAA@nhaschools.com
- Attend PAA weekly Open Office Hour every Thursday from 1-2 PM ET to Office <https://meet.google.com/vws-qpxn-dxt>
- School Finance Resources tile on myNHA <https://sites.google.com/nhaschools.com/schoolfinanceresources/home>. Your guide to all things School Finance, including Program Accountability, Grant Project Manager, and School Finance Partner resources