

Orange County Public Schools

Millennia Elementary



2015-16 School Improvement Plan

Millennia Elementary

5301 CYPRESS CREEK DR, Orlando, FL 32811

www.ocps.net/lc/southwest/emi

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	91%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As families register their students for Millennia Elementary they complete a parent survey which tells us about their family and culture. Each family gets a special Millennia folder which they can read about Millennia and house important papers we send home with the family. The student is placed in a room and then over the intercom the office staff announces to the classroom students you have a very special new kangaroo member coming to your room. The new student in the office is excited to enter the classroom and meet their new friends. Once the student is in the room the teacher then has already created a place for the new student and assigns a partner to help them through their first day..

Describe how the school creates an environment where students feel safe and respected before, during and after school

Each classroom follows the classroom expectations of (HOPS) H- Have Respect; O- Own Your Choices; P-Positive Attitude; S- Safety First (HOPS) and the expectations are embedded within the school day and posted in many areas throughout the school. Each classroom has a kanga color stick which follows students from classroom to specials and also at lunch. The color system allows children the opportunity to make mistakes but learn from their mistakes and demonstrate the appropriate behavior to finish their day on a positive note. We go over code of conduct quarterly throughout the school and teachers are required to complete the code of conduct roster for each session. Classrooms have weekly class meetings which discuss topics that arise within the school week and students come up with solutions to remedy the situation. Interventions include peer mediation, role playing activities and individual and group counseling in school. We do monthly character building activities with the entire student body to teach children the proper way to handle themselves in a positive manner. We have supervision in all arrival and dismissal areas and students are reminded to tell a staff member if something is bothering them. The administration has an open door policy for all students to address any concerns they may have that need immediate attention. The school has an anti-bullying campaign which students understand how to report bullying situations. We set up mentors for students who need a special person in their life.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Millennia's behavioral plan is a positive approach support system for all students. We use a school wide management plan that has weekly and monthly incentives to encourage and motivate the

students to make appropriate choices. We provide differentiated instruction to meet students' needs along with presenting the curriculum through different modalities which helps all students to make academic progress at their individual rate and level. Millennia was awarded the model school award for Positive Behavior Systems in which a governing board, comprised of one staff member per grade level and specials who brings all discipline concerns to the meeting and discusses solutions needed. All staff are trained on the Millennia positive discipline techniques. We house a positive discipline manual on the school's sharepoint for all staff to refer to when incentives or motivators are needed to help change the negative behavior to positive. Data is shared quarterly to the entire staff and solutions discussed when students are being removed from the classroom. Interventions are immediately put into place so the students can stay in the classroom and learn the academics needed for academic excellence.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Millennia provides multi-tiered interventions based on student needs for each child. The MTSS committee meets and discusses the child's behavior and interventions for those children who are not making progress. Depending on the progress of the child, interventions can include behavior contract, behavior intervention plan, social skills interventions, school based counseling. We work with outside agencies when more intensive interventions are needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	41	23	19	25	11	10	129
One or more suspensions	7	5	6	6	5	7	36
Course failure in ELA or Math	0	0	54	62	30	73	219
Level 1 on statewide assessment	0	0	0	77	35	45	157
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	13	54	22	38	130

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Student who misses at least 3 consecutive unexcused absences in a row the classroom teacher will document contact with the family and notify the registrar. If absences continue to 5 days, the registrar sends out the 5 day warning letter and the letter being sent in documented on the attendance log kept by the registrar. If absences continue to 8 days a second letter is sent to the family. If absences continue to 10 days the truancy meeting is scheduled and the parent, social worker, guidance counselor, registrar, Principal and teacher attend the meeting to intervene with the family so attendance is successful. All dates and contacts are documented on the ongoing attendance log kept by the registrar.

All students who have behavioral concerns in the classroom are discussed at the MTSS behavioral academic meeting. We discuss as a team strategies to use in the classroom to help the teacher to refocus the student and to keep the student in the classroom for instruction. Behavioral charts are used as motivation but to also keep the student motivated positively in the classroom. If students elevate to the next level then a wrap around plan is created for the student so success is the optimal plan and the student remains in the classroom. The majority of suspensions in the graph at level 3 were for situations that were repeated misconduct and several fights which the Positive Behavior System team then reconstructs different strategies to help the classroom teacher to diminish the incidents.

Interventions are held the first 40 minutes of each day. Students who are targeted as level 1 students are placed into an intervention group at the break down point in their reading development. All staff on campus are used to help students in interventions. Students are progress monitored once a week and the student must meet the 80% mark at least 3 weeks to move to the next intervention group. Interventions at Millennia are strategic and target the students break down point in the reading continuum. Students who are not in interventions for low performance are in enriched classes at this time working on the skills necessary to help them advance to the next level. Math interventions are going on at this time also where students are focused on having the next lesson presented to them in a different way then they will receive it in the classroom. This pre lesson helps the students to be ready when the content is presented in the classroom.

We also received the 21st century grant which will afford us to offer after school tutoring and enrichment for students four days a week. Students will be working with STEM activities to enhance their reading, math and science skills. This will be another intervention for the students who are working below grade level in math, reading and science in grade 2nd - 5th.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Millennia Elementary School offers a different parental involvement activity each month. We would like to increase our attendance while helping the families with their skills so they can continue to support their children in the home.

While attendance at Report Card Conference Night is excellent, we would like to continue to build capacity with our parents skills on the computer devices in the classroom. This way the parents can continue educating their students in the home.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At Millennia we have a Partner In Education Committee (PIE) that survey the staff and families on what is needed to help their child be successful. Based on the survey results we then find partnerships within the community to meet our needs. We give the business a tour of the school and then also meet with them with the committee to outline what we expect and how we can help the business too. Our partnerships help with mentoring of students, reading with students, counseling students, providing parenting materials for parent workshops and incentives for students who make good choices and for honor roll celebrations. Some partners provide food for families in need as well as clothes and shoes. Some partners help us with showcasing our students talents by hosting art contests and even inviting them to sing on their premises. Our Partnership with the community is celebrated at the end of the year with a thank you breakfast in which we chart what each partner has brought to Millennia in helping our students to attain academic excellence. At this time we have around 30 PIE that help Millennia throughout the year with awards, recognition of student excellence as well as staff recognition.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Lynaugh, Anne	Principal
Gonzalez, Ivonne	Instructional Coach
Weiss, Kristi	Instructional Coach
Strange, Erin	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership team at Millennia Elementary School is called is SWAT (School Wide Assistance Team). Members of SWAT also work on our MTSS Leadership team. The team members are assigned to a different subject and help with interventions and coaching strategies to help the teacher to move forward in that subject area with classroom performance and designing their interventions. Michelle Carralero - MTSS Behavior Coach / Robert Paschall and Kristi Weiss are both math coaches / Ivonne Gonzalez and Stella Jones - MTSS reading coaches / Lymarie Felix - works with the sheltered teachers and coaches to implement the right strategies for effective classroom performance and helps with interventions. Each leadership team member holds bi-monthly meetings to go over data and help to train the team on understanding the data, build interventions and select the right tools for progress monitoring of students in the school wide intervention block. For children who are receiving Tier II interventions and not making gains or their data is not advancing, data is collected for the MTSS documentation which is comprised of graphs from weekly progress monitoring and weekly instructional focus assessments, the tools for progress monitoring and the activities the diagnostic test from iReady reading and iReady math that shows the student's lowest break down point in the reading and math continuum. Each coach also works along side of Administration at the common planning blocks where there are Collaborative Structures in place to dissect the standards and strategically focus on the learning targets for the students success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

On day one of the students entering Millennia Elementary School they are given a pre assessment in reading and math. The pre assessment is DRA in Reading and an IReady Math test.

If a student is at least one year below grade level they are placed into a daily intervention group based on their lowest breakdown level. These Tier II interventions take place across the school from 8:50 -9:30 daily in different levels of phonics, multisyllabic words and comprehension. Students who are not low in reading but need interventions in Math are also in Math groups based on the data from iReady. Students are monitored weekly in the intervention group and their data is charted. Teachers monitor the development of the skill for 4 - 6 weeks or until a minimum of 3 consecutive data points at 80% or higher are collected. Progress is discussed with the parents along the way. If a student is not making adequate/consistent progress then an MTSS meeting is held and the student is moved to Tier III interventions which is intensified by increasing time, amount of days, decreasing group size and changing the program and the teacher. If the Tier III intervention works, then the student can go back to Tier II intervention group for the skill in which they are deficient. If Tier III intervention does not work and the data shows no growth then a School Wide Intervention Team can decide if the evaluation is needed. If so consent is obtained and testing is completed prior to the eligibility meeting. If the student qualifies and needs services, the student is staffed into the program based on needs and Exceptional Student Education services are provided.

Data is collected through each intervention week for all students at Millennia Elementary School who are receiving Tier II and Tier III interventions.

The federal, state and local funds are coordinated to help the Millennia Elementary students attain academic excellence and proficiency to move onto the next grade level.

Title I funds are used to purchase extra positions on staff to help with reading interventions in the classroom. Title II monies will be used this year to continue working with the staff on common assessments. The monies will be used to purchase subs so the teachers can come together to build their strategies. This common time is beneficial to continue to build the strategies needed so the teachers can make common assessments on their own.

Supplemental Academic Instruction funds are used for morning tutoring for Level 1 and 2 students in reading and math. The funds are also used to run a Saturday school program for three hours each Saturday from November - February.

We continue to build the skills necessary on Violence Prevention, bullying and eating healthy by having programs and plays come to Millennia Elementary to teach our children the right ways to solve problems and to eat healthy.

We help our families learn to complete a job application along with learning English so they can help their child in the home.

We house a Food Pantry on campus to help all our families in need to get the food they need to provide for their children.

We work with the different agencies in the community to provide counseling, parenting skills and healthy eating for our families who attend Millennia Elementary School.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Anne Lynaugh	Principal
Bobby Ushold	Parent
Susan Harper	Parent
Fairfield Inn Rep	Business/Community
Anna Oliver	Education Support Employee
Marnie Waitzman	Teacher
Luftanza Fero	Parent
Ivonne Gonzalez	Education Support Employee
Willie Fisher	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

As written in the minutes from the 2014 - 2015 school year the SAC involvement was monthly with the upcoming events and activities that were held on campus to enhance the academic excellence of each student. The FCAT 2014 showed an overall growth of 68 points which left Millennia with the final score of 521 which equated to a B. The SAC had the results shared with them and also were shown the areas we need to work on for the upcoming school year. Graphs were shared as well as subgroups in which we need to base more of our instruction in these areas. Although there is no FSA results to report at this time, we will share when the results are reported to the district.

Development of this school improvement plan

Each year in May the teams give input as to what worked in the school that year and what we still need to work on. Then there is a retreat off campus, and the teams get together to define what needs to be on the SIP. The SIP plan is written over the summer and the different areas that we are going to focus on are validated by the spring FCAT. The plan is finalized and submitted to the district. Once finalized, the committee meets to begin the process of carrying out the different activities during the year. The plan is the backbone of the school.

Preparation of the school's annual budget and plan

At the end of the school year the SAC committee meets at the off campus retreat to find the areas we need to address for the upcoming year. We also use our parent surveys to hone in on specific areas the parents want more communication on. Based on these deficits, programs, family nights and events are outlined and then the cost value associated with each night is budgeted. The activities and events are then part of the School Improvement Plan for the upcoming year. Millennia hosts two family events each month during the school year to help our families with the extra teaching we need in the homes. The input to the plan comes from the staff, families and community members so our SIP is a working document that everyone participates in writing.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds will be used for materials for tutoring for our level 1 students and monies for teacher training materials.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lynaugh, Anne	Principal
Gonzalez, Ivonne	Instructional Coach
Weiss, Kristi	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

After attending the summer leadership coaching academy, the SWAT team has determined to establish three major focuses for the year. The first focus is rigor with fidelity during the reading block. This means we are making sure we all have the same mental model of what rigor looks like in each classroom. Staff development will continue on this topic so everyone reaches that common understanding. The second focus is planned questioning. This planned questioning will enhance the thinking and answers the students give by citing evidence. The SWAT team and administration work together to tier the staff on what level of questioning each teacher produces while they are teaching a lesson and the needs based on the core curriculum. Raising students abilities to answer higher level questions will enable them to comprehend more when reading the various text. The third focus for the year is the continued integration of the Technology Integration Matrix digital strategies. As learned from the Digital Training conference last spring the SWAT team worked with staff members to design a seven day training program based on Marzano's best practices and integration of the digital technology strategies. These TIM strategies help students to read and also manipulate the technology for the final product. Each staff member will understand the different tiers of technology development focusing on the academic vocabulary and practices as evidenced by Marzano's research. A Reading and Writing Family Night will be held to instruct the parents on how to help their child in the home with all of the above. Entering into year 3 of the Digital School we are aspiring to be at the Collaboration stage of presenting the curriculum and allowing the students to explore the different websites to create and use to enhance their learning.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Millennia Elementary was awarded the Model School Award for Positive Discipline Systems. We excelled in the area concerning building community within the school as each staff member feels comfortable working with each colleague. This section highlighted how we recognize staff members who go above and beyond the call of duty. There are several programs on campus that help to build community in the school. The first recognition is the "Kanga Kudos" . This is where any on the Millennia staff can give Kudos to a fellow staff member who is doing a great job. The certificate is then placed in the staff members bucket on the wall so they can read it over and over when they need to know someone cares. The person who nominates and the person receiving the award are then placed in a box

for a free lunch together off campus. The second recognition is the "Fabulous Staff Member." This is where peers nominate peers for recognition of something awesome they did. This recipient recognition is highlighted in the weekly staff newsletter and then also recognized in front of the whole school on the Monday morning news program.

We also have a Fish and Friends group which keep the team building going in the evenings where staff can go together to movies, workshops and to dinner to build the working relationships with everyone. Time is given to staff members for team planning and collaboration weekly. Staff is also allowed to come in 40 minutes late one day a week so they can stay and plan as a team after school. This builds teamwork and cooperation.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Millennia has a very active mentor / mentee program. Everyone who has at least three years or less of experience is assigned a mentor. Mentors and mentees meet at least twice a month face to face. New staff to Millennia Elementary School attend monthly meetings with the instructional coach that focus on the upcoming variables that the teachers will need to move ahead and help their children attain academic excellence. This extensive program helps the staff to master the skills needed to be successful in Orange County Public Schools. Millennia Elementary also hosts staff development sessions based on the feedback given by the staff on their needs and based on student data. The staff has a great deal of input on how the school continues to train the staff. The people responsible for the Mentoring program at Millennia Elementary School are Catalina Otero and Ivonne Gonzalez.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mentoring program at Millennia Elementary School meets at least once a month. The meetings have an agenda and mini staff development sessions on what knowledge is needed to move forward as an effective teacher. The mentors and mentees are matched strategically by the Principal and the Instructional Coach. The mentor understands his or her responsibilities and keeps a log of meetings and any help provided to the mentee. The mentor also has taken the clinical ed supervision course offered by OCPS staff development department. Also being a digital school this group of new staff members has extra tech support so they have the extra help needed to catch them up in the use of integrating the technology in the classroom.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

"The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during the daily instruction."

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

When the staff arrives to the school during pre planning week, the principal assimilates where we ended up as evidenced on the triangulation of IREADY diagnostic for reading and math, STAR, and DRA.. Then based on the outcomes of the results, students are placed strategically into the classrooms. During the first two full weeks of school, all students are tested one on one in the Degrees of Reading Academia (DRA). Based on the findings of the pre-test the students are then placed into a classroom and then into interventions or enrichment based on the pre-test results. Once students are placed into interventions, data is collected weekly through progress monitoring and then shared once a month to ascertain whether students remain in that intervention group or if enough progress has been made. If enough progress has been made then the students go to the next group on the continuum and enter that new intervention group. Data is assimilated at all points during this process and is shared with the families through MTSS meetings.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 100

Students who scored a level 1 on the iREADY end of year diagnostic exam were invited to participate in the afterschool program entitled SMARTVILLE. This program is grant funded from the Department of Education. The program meets four afternoons a week from 3:05 to 6:05 and will help students in reading, math, science and enrichment. This program spans grades 2nd, 3rd, 4th and 5th.

Strategy Rationale

Millennia uses Achieve 3000 and Number Worlds as well as various STEM activities to bring the hands on approach to the afternoon learning environment. Students will be pretested and then grouped based on the skill set and then tutoring will take place to enhance the areas that are deficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Weiss, Kristi, kristi.weiss@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected bi-monthly from the after school tutoring sessions and analyzed by the MTSS leadership team to look for students that are not progressing. The strategies are monitored as they are being presented to ensure fidelity of the program. Student data is graphed and then afternoon tutoring team sits with the MTSS leadership team to talk about changes in the curriculum or groupings of the students based on their need in specific skill areas.

Strategy: Weekend Program

Minutes added to school year: 1,000

Students in grades 3, 4 or 5 who are performing at or on or above grade level are invited to Saturday School for 4 hours each Saturday. This extra instruction focuses one week on math strategies and the next weekend on reading strategies. This program runs from December through March.

Strategy Rationale

The rationale for this extra learning is to hone in on grade level skills but teach them through different modalities. Students are grouped based on same items missed on the iReady assessments in reading and math. While these results are ready to be looked at, students then practice the skill area with guided instruction in a smaller setting so the skill is mastered in both reading and math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Ivonne, ivonne.gonzalezrodriguez@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are progress monitored once a week and the progress is highlighted in the cafeteria so everyone can celebrate each student's growth when they meet for Kangaroo Academy, the name given to Saturday School.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students who attend Millennia Elementary School work in their preschool class for a full day. During the last quin the students in the pre school class are mainstreamed into the kindergarten classrooms to see how the instruction will be when they enter kindergarten. Students in our Exceptional Services Education pre-school class also mainstream with the teacher and paraprofessional so they can see what the kindergarten classroom looks like and what to expect the next school year. Students in pre school will take an end of the year assessment to help with grouping of students in kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each student in 2nd, 3rd, 4th and 5th grade uses the Advancement Via Individual Determination (AVID) binder as designed by the AVID core team at Millennia. The binder helps the students to be more organized for the core curriculum classes in the school. The daily agenda has a place for the students to work on a goal and then to annotate what they have learned in the classroom. Street

signs decorate the halls of various Florida post secondary schools so students are seeing them and asking questions.

Teachers work on promoting their alma matter and post their college memorabilia so students see and ask questions about college. 3rd, 4th and 5th grade classes will visit a college campus this year so the seeds are being planted as to why it is important to continue their education past high school. Students will also work on two and three column noted taking so all students learn how to take notes when learning about a new topic. Millennia has been named the AVID Elementary School for the state.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Millennia Elementary is an AVID school. AVID has been integrated into the 2nd, 3rd, 4th and 5th grade classes across the campus. We work with Burnett College on an eight week career awareness programs in grades 1st - 5th.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students from Burnett College visit once a week for 8 weeks and lead discussions in the classroom about what it is like to attend college. Other topics are, how can I get to college and also help students to set goals on what their future entails.

Each teacher on campus sets up a corner in their room to depict where they went to school and to entice students to ask questions about how they go about furthering their education by asking what do you want to be when you grown up? Then the student they can be that. Then asking the student, what do you think you need to do to be this after high school. Staff members ask the questions to get the students motivated to continue their education.

All the hallways at Millennia are named with Florida schools so students become familiar with the names of the schools they could attend. There is a map at the top of the stairs with the staff members school highlighted with a pennant on the map of the United States.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

In the 3rd, 4th and 5th grade classes we are planting the seeds to their future. We discuss different types of careers and then always stress the importance of knowing how to read and do math. We talk about what schools in Florida educate students for which professions. As a staff we emphasize the way to be a _____ is to continue to go to school. We know you can do it.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Goal - Teachers will provide quality remediation and enrichment based on collaboratively created common assessments.. Teachers will be part of Collaborative Structures in which they will pre plan the lessons ensuring the understanding of the standard and learning targets for each lesson.

- G2.** Teachers will utilize and increased amount of word problems to provide for rigorous instruction in math

- G3.** Millennia Elementary School will increase open communication with families regarding attendance

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Goal - Teachers will provide quality remediation and enrichment based on collaboratively created common assessments.. Teachers will be part of Collaborative Structures in which they will pre plan the lessons ensuring the understanding of the standard and learning targets for each lesson. 1a

G072747

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	40.0

Resources Available to Support the Goal 2

- Teachers will create common assessments and meet weekly to find the types of questions and problems the students need more help in mastering. Teachers will use MTP's and State Item Specifications to create the tests from.

Targeted Barriers to Achieving the Goal 3

- Sacred time for teacher collaboration is not currently in the master schedule. A schedule of Collaboration Structures has been created along with Common Planning by the teams.

Plan to Monitor Progress Toward G1. 8

Classroom observations, lesson plan checks

Person Responsible

Anne Lynaugh

Schedule

Weekly, from 8/25/2015 to 8/25/2015

Evidence of Completion

Lesson plans and iObservation data

G2. Teachers will utilize and increased amount of word problems to provide for rigorous instruction in math

1a

G072748

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	45.0

Resources Available to Support the Goal 2

- Teachers will be trained on using guided math instruction with Cognitively Guided Instruction as the resource

Targeted Barriers to Achieving the Goal 3

- Teachers need training to build their strategies to solve different types of word problems.

Plan to Monitor Progress Toward G2. 8

Item Analysis collected and common assessments results monitored for effective performance of the standards

Person Responsible

Anne Lynaugh

Schedule

On 5/29/2015

Evidence of Completion

FSA 2015

G3. Millennia Elementary School will increase open communication with families regarding attendance 1a

G072749

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0

Resources Available to Support the Goal 2

- Students will be recognized with award certificates for being in attendance.

Targeted Barriers to Achieving the Goal 3

- Communication with families of the students who are missing nine or more days of school a year.

Plan to Monitor Progress Toward G3. 8

Keep a log of letters to families for 5 days unexcused and a log of the truancy meetings with the social worker and the registrar and guidance counselor and admin so strategies are put into place so the student returns to school

Person Responsible

Erin Strange

Schedule

On 6/3/2015

Evidence of Completion

Comparison graphs from last year attendance to this year attendance, meeting notes, sign in sheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Goal - Teachers will provide quality remediation and enrichment based on collaboratively created common assessments.. Teachers will be part of Collaborative Structures in which they will pre plan the lessons ensuring the understanding of the standard and learning targets for each lesson. **1**

 G072747

G1.B1 Sacred time for teacher collaboration is not currently in the master schedule. A schedule of Collaboration Structures has been created along with Common Planning by the teams. **2**

 B189809

G1.B1.S1 Teachers will work backwards with creating the common assessment first based on the types of questions based on the deconstructed standard being taught. Then from the assessment teach the content and model the expected answers for each of the questions asked on the assessments. Teams will meet in Collaborative Structures to discuss the standards being tested and strategically decide on the learning targets for each lesson. **4**

 S201185

Strategy Rationale

Students need to practice the different types of responses for the FSA in reading. Modeling will help the students to master the rigorous expectations. Teams need this dialogue time to ensure when lesson plans are delivered that everyone on the team knows what is happening and consistency of instruction happens from room to room on the grade level.

Action Step 1 **5**

Staff will attend training on how to construct a common assessment in reading and math using FSA question stems

Person Responsible

Kristi Weiss

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

FSA 2015

Action Step 2 5

Teachers will collaborate with reading and math coaches to effectively construct and analyze the common assessments given with the FSA question stems.

Person Responsible

Ivonne Gonzalez

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

FSA 2016

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor conversations on content delivery and charting of item analysis results at weekly strategy meetings. Administration will check common assessments before being administered

Person Responsible

Anne Lynaugh

Schedule

Weekly, from 8/24/2015 to 4/29/2016

Evidence of Completion

Agendas and common assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data is charted and then discussed to see if the students are making progress. Instruction is observed to see if strategies are being used effectively by the classroom teacher. Feedback given on one on one basis

Person Responsible

Anne Lynaugh

Schedule

Biweekly, from 8/31/2015 to 5/13/2016

Evidence of Completion

Assessment data, iObservation data and Item Analysis data and student data

G2. Teachers will utilize and increased amount of word problems to provide for rigorous instruction in math **1**

 G072748

G2.B1 Teachers need training to build their strategies to solve different types of word problems. **2**

 B189810

G2.B1.S1 Teachers will attend professional development and then get feedback from Math coaches on how they are implementing the strategies. **4**

 S201186

Strategy Rationale

Concise chunked feedback will help the teachers to strengthen their skills in the delivery of the curriculum

Action Step 1 **5**

Attend training on how to teach word problems

Person Responsible

Kristi Weiss

Schedule

Biweekly, from 8/25/2014 to 4/30/2015

Evidence of Completion

FSA 2015

Action Step 2 **5**

Math coaches will coach and do model lessons on how standards are being taught using the word problems

Person Responsible

Kristi Weiss

Schedule

Monthly, from 10/6/2014 to 5/1/2015

Evidence of Completion

Classroom observations and lesson plan checks

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom observations and lesson plan checks

Person Responsible

Anne Lynaugh

Schedule

Biweekly, from 8/25/2014 to 4/30/2015

Evidence of Completion

Lesson plans and iObservation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Item analysis charts will be collected and analyzed as to where the professional development needs to go next

Person Responsible

Anne Lynaugh

Schedule

Biweekly, from 8/25/2014 to 4/30/2015

Evidence of Completion

Student assessment data

G3. Millennia Elementary School will increase open communication with families regarding attendance 1

G072749

G3.B1 Communication with families of the students who are missing nine or more days of school a year. 2

B189811

G3.B1.S1 Plan step by step systems for the Millennia staff to follow for intervals of interventions so student attendance increases 4

S201187

Strategy Rationale

The personal contact may help us to see what is needed in the home so students are coming to school regularly

Action Step 1 5

Devise a system with intervals and logging of contact to parents whose child is absent 3 or more days in a row

Person Responsible

Erin Strange

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

System documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Check the EDW report monthly to see if the number is decreasing from this time last year

Person Responsible

Erin Strange

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Plan with documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

At the monthly attendance meetings we will monitor the overall absences and target interventions for those who continue to be absent working with the attendance team

Person Responsible

Erin Strange

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student attendance data from EDW

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Staff will attend training on how to construct a common assessment in reading and math using FSA question stems	Weiss, Kristi	8/17/2015	FSA 2015	5/27/2016 biweekly
G2.B1.S1.A1	Attend training on how to teach word problems	Weiss, Kristi	8/25/2014	FSA 2015	4/30/2015 biweekly
G3.B1.S1.A1	Devise a system with intervals and logging of contact to parents whose child is absent 3 or more days in a row	Strange, Erin	9/8/2014	System documentation	6/3/2015 weekly
G1.B1.S1.A2	Teachers will collaborate with reading and math coaches to effectively construct and analyze the common assessments given with the FSA question stems.	Gonzalez, Ivonne	8/17/2015	FSA 2016	5/27/2016 biweekly
G2.B1.S1.A2	Math coaches will coach and do model lessons on how standards are being taught using the word problems	Weiss, Kristi	10/6/2014	Classroom observations and lesson plan checks	5/1/2015 monthly
G1.MA1	Classroom observations, lesson plan checks	Lynaugh, Anne	8/25/2015	Lesson plans and iObservation data	8/25/2015 weekly
G1.B1.S1.MA1	Data is charted and then discussed to see if the students are making progress. Instruction is observed to see if strategies are being used effectively by the classroom teacher. Feedback given on one on one basis	Lynaugh, Anne	8/31/2015	Assessment data, iObservation data and Item Analysis data and student data	5/13/2016 biweekly
G1.B1.S1.MA1	Monitor conversations on content delivery and charting of item analysis results at weekly strategy meetings. Administration will check common assessments before being administered	Lynaugh, Anne	8/24/2015	Agendas and common assessments	4/29/2016 weekly
G2.MA1	Item Analysis collected and common assessments results monitored for effective performance of the standards	Lynaugh, Anne	9/8/2014	FSA 2015	5/29/2015 one-time
G2.B1.S1.MA1	Item analysis charts will be collected and analyzed as to where the	Lynaugh, Anne	8/25/2014	Student assessment data	4/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	professional development needs to go next				
G2.B1.S1.MA1	Classroom observations and lesson plan checks	Lynaugh, Anne	8/25/2014	Lesson plans and iObservation data	4/30/2015 biweekly
G3.MA1	Keep a log of letters to families for 5 days unexcused and a log of the truancy meetings with the social worker and the registrar and guidance counselor and admin so strategies are put into place so the student returns to school	Strange, Erin	9/8/2014	Comparison graphs from last year attendance to this year attendance, meeting notes, sign in sheets	6/3/2015 one-time
G3.B1.S1.MA1	At the monthly attendance meetings we will monitor the overall absences and target interventions for those who continue to be absent working with the attendance team	Strange, Erin	9/8/2014	Student attendance data from EDW	6/3/2015 monthly
G3.B1.S1.MA1	Check the EDW report monthly to see if the number is decreasing from this time last year	Strange, Erin	9/8/2014	Plan with documentation	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Goal - Teachers will provide quality remediation and enrichment based on collaboratively created common assessments.. Teachers will be part of Collaborative Structures in which they will pre plan the lessons ensuring the understanding of the standard and learning targets for each lesson.

G1.B1 Sacred time for teacher collaboration is not currently in the master schedule. A schedule of Collaboration Structures has been created along with Common Planning by the teams.

G1.B1.S1 Teachers will work backwards with creating the common assessment first based on the types of questions based on the deconstructed standard being taught. Then from the assessment teach the content and model the expected answers for each of the questions asked on the assessments. Teams will meet in Collaborative Structures to discuss the standards being tested and strategically decide on the learning targets for each lesson.

PD Opportunity 1

Staff will attend training on how to construct a common assessment in reading and math using FSA question stems

Facilitator

SWAT Team which is the leadership team

Participants

Classroom teachers in grades K-5

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

PD Opportunity 2

Teachers will collaborate with reading and math coaches to effectively construct and analyze the common assessments given with the FSA question stems.

Facilitator

SAWT Team which is the leadership team

Participants

Classroom teachers in grades K-5

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

G2. Teachers will utilize and increased amount of word problems to provide for rigorous instruction in math

G2.B1 Teachers need training to build their strategies to solve different types of word problems.

G2.B1.S1 Teachers will attend professional development and then get feedback from Math coaches on how they are implementing the strategies.

PD Opportunity 1

Attend training on how to teach word problems

Facilitator

Math Coaches

Participants

Classroom teachers

Schedule

Biweekly, from 8/25/2014 to 4/30/2015

PD Opportunity 2

Math coaches will coach and do model lessons on how standards are being taught using the word problems

Facilitator

Kristi Weiss and Stella Jones

Participants

Classroom teachers

Schedule

Monthly, from 10/6/2014 to 5/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Staff will attend training on how to construct a common assessment in reading and math using FSA question stems				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1553 - Millennia Elementary	Title I Part A		\$3,500.00
<i>Notes: Set up time for the teachers to meet collaboratively and plan with Collaborative Structures in reading and math and science.</i>						
2	G1.B1.S1.A2	Teachers will collaborate with reading and math coaches to effectively construct and analyze the common assessments given with the FSA question stems.				\$0.00
3	G2.B1.S1.A1	Attend training on how to teach word problems				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1553 - Millennia Elementary	General Fund		\$1,000.00
<i>Notes: Resources for teachers to meet the learning targets in the lessons.</i>						
4	G2.B1.S1.A2	Math coaches will coach and do model lessons on how standards are being taught using the word problems				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1553 - Millennia Elementary	Title I Part A		\$450.00
<i>Notes: Problem Solving workbooks for teachers</i>						
5	G3.B1.S1.A1	Devise a system with intervals and logging of contact to parents whose child is absent 3 or more days in a row				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$500.00
<i>Notes: Certificates and incentives for students with good attendance</i>						
					Total:	\$5,450.00