

Orange County Public Schools

Millennia Gardens Elementary



2017-18 Schoolwide Improvement Plan

Millennia Gardens Elementary

3515 GARDENS RIDGE WAY, Orlando, FL 32839

<https://millenniagardenses.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2016-17
Grade	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Millennia Gardens Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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 Gardens Elementary they complete a parent survey which tells us about their family and culture. Once they have completed the registration packet, they meet privately with the registrar to discuss the family's needs. During that time, the registrar will contact the personnel (i.e. Guidance Counselor, ESOL compliance) needed to help the family feel at ease and to provide them with any resources for their child. This information will also be shared with the teacher so that they can contain to assist the family.

At the meeting, each family gets a special Millennia Gardens folder which contains a parent handbook the parent can read about Millennia Gardens. The folder additionally houses important documents we send home with students. The student is then interview by a leadership team member to welcome the student while the registrar contacts the teacher to notify them of the new student entering. Once the student is in the room the teacher creates a place for the new student and assigns a partner to help them through their first day. If the student is from a different country, the bilingual para or ESOL compliance teacher will provide the classroom teacher with resources they can use to acclimate the student to their new classroom and to help the other students get to know the new student better. Teachers are encouraged to make contact with the families within the first couple days of the student's arrival. Understanding the family's backgrounds helps the teachers to differentiate the instruction based on the students' need.

b. 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 Wallaby 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.

The code of conduct is reviewed quarterly throughout the school and teachers are required to complete the code of conduct roster for each session. Classrooms incorporate bi-monthly class meetings during the social studies block which discuss topics that arise within the school week and students generate solutions to remedy the situation. Interventions include learning to talk with one another, role playing activities and in-school individual and group counseling. 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 and families to address any concerns they

may have, that need immediate attention. The school has an anti-bullying campaign which helps students understand how to report bullying situations. Mentors for students are set up with several community organizations that want to help our children to be successful. The mentors work with the students' one on one and in small group building the character traits that will help the student to excel in society.

c. 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 Gardens 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 will help all students to make academic progress at their individual rate and level. In grade levels Pre-kindergarten through second, teachers are were trained in Conscience Discipline strategies and are incorporating the program into their classrooms.

Additionally, the school is governed by the PBS Committee which meet to discuss school wide behavior concerns and brainstorm solutions. The team is comprised of one staff member from each grade level and special area. All staff are trained on the Millennia Gardens positive behavior support strategies. Staff met over the summer before school began to discuss the implementation of the plan and ongoing meetings happen twice a month regarding concerns that arise in the school. We house a positive behavior support manual on the school's Canvas site for all staff to refer to when incentives or motivators are needed to help positively change the negative behavior.

The administration team along with the behavior specialist, collect behavior data (classroom and OCPs referrals) and review the findings with the school quarterly. Interventions are immediately put into place so the students can stay in the classroom and learn the academics needed for academic excellence.

d. 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 Gardens will provide a Multi-tiered System of Supports (MTSS) to provide multi-tiered interventions based on student needs for each child. The MTSS committee will meet and discuss student 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, and school-based counseling. We will work with outside agencies when more intensive interventions are needed. We will also offer quarterly parenting classes to help our families with strategies to help control behavior in the home. We have included guidance lessons, in the classroom to ensure students understand the rules and how to communicate effectively with others. Additionally, we differentiate the social skills lessons based on topics that arise from each grade level using monthly teacher and student surveys. Students are celebrated with "Student of the Week" rewards school-wide and also with mid-week "HOPS" tickets that all students can earn for making good choices. Ultimately we ensure the differentiation needed to help our students to communicate effectively in this changing society.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Millennia Garden’s Early Warning System for attendance that falls below 90 percent is as follows: After a student is absent 3 days, the classroom teacher makes contact with the home. The friendly phone call from the classroom teacher is a good tie to the community. If the family does respond, the classroom teacher alerts the attendance clerk and lets her know the child’s attendance status. At this point we are making sure the needs of the child are being met and that the child can return to school as quickly as possible. If the parent does not respond when the teacher contacts the parent, then the teacher alerts the attendance clerk and the attendance clerk will monitor the absences. If the student is absent consecutively for five days, the attendance clerk sends out the five day letter and completes a social worker referral with the teacher so the social worker can attempt to make contact with the family. If the child gets to ten days absence then a district ten day letter is sent home and the social worker makes a home visit. If parent is in the residence the social worker offers help with the intent to get the child to return to school ASAP. If the student has more than 20 absences the family is invited to a truancy meeting where the social worker, the classroom teacher, and attendance clerk attend the meeting to come up with strategies to help the student attend school more consistently. During the truancy meeting, the parent is warned that the only way that the student can be absent is when a note is provided by the doctor.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	1	4	4	9	5	0	0	0	0	0	0	0	26
One or more suspensions	2	0	2	3	3	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	3	1	3	15	18	20	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	33	24	20	0	0	0	0	0	0	0	77

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	6	38	24	21	0	0	0	0	0	0	0	93

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

2. 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.

Since the inception of Millennia Gardens we have organized a Partners In Education Committee (PIE) that has surveyed the local businesses to see how we can help the community and in return, how they can help the school. We communicate with the organizations that although it is wonderful to receive items, we really want the establishment to help our students become more successful and make learning gains. We provide them with examples such as the partners coming in to mentor and help the students read and enjoy reading. Being a new school, we have already made contact with 10 Partners in Education. We have given them a tour of the school and discussed how we can work together during this school year.

We have partners who donated food, back-packs with supplies, and who will provide parenting workshops. We have two partners who will allow their employees to donate time to be mentors and reading with children. One partner will provide food for families in need as well as clothes and shoes. We have Partners In Education that even gave out 100 dollar gift cards for families to buy clothes, shoes and essentials for back to school. We will celebrate our partnerships with the community at the end of the year with a thank you breakfast in which we chart what each partner has brought to Millennia Gardens in helping our students to attain academic excellence.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lynaugh, Anne	Principal
Carralero, Michelle	Assistant Principal
McGraw, Sandra	Assistant Principal

b. Duties

1. 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 Gardens 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 help our teachers by coaching best practices strategies to help the teacher to move forward in that subject area with classroom performance and designing their interventions. Rani Maharaj and Andrea Ramirez are the MTSS Academic Coaches. Kate Schneider is the MTSS Behavior Coach. Christine Lyon, Celeste Haas, and Rebecca Rocca are the content coaches who guide our teachers on best practices in the classroom. Andrea Ramirez additionally works with the sheltered ESOL teachers and coaches them to implement the right strategies for effective classroom performance and helps the teachers with incorporating effective interventions in their classrooms. Each leadership team member holds weekly meetings to review and help train the team in understanding data. They also 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 in order to determine the needs of the child. Data sources include weekly progress monitoring graphs, weekly instructional focus assessments, I-Ready progress monitoring tools, and I-Ready diagnostic

tests for reading and math to confirm the breakdown level of each student. Each coach also works along-side Administrators 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.

2. 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 the first day that students enter Millennia Gardens Elementary School, they are given a pre-assessment in reading and math. The pre-assessment is the Journey's Comprehensive Screening Assessment and Phonics Survey 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 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 at scheduled report card conferences as well as scheduled conferences between the parent and teacher.

If a student is not making adequate or 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 were deficient. If Tier III intervention does not work and the data shows no growth then a school-wide intervention team can decide if an 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 Gardens Elementary School who are receiving Tier II and Tier III interventions.

The federal, state and local funds are coordinated to help the Millennia Gardens 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 and collaborative structures lesson planning. The monies will be used to purchase substitutes so the teachers can come together during the school day 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 through February.

We will 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 by offering evening classes for the families through Smartville and also ESOL night classes offered on campus through Orlando Vocational Tech.

We will 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 will also seek out different agencies in the community to provide counseling, parenting skills and healthy eating for our families who attend Millennia Gardens Elementary School.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Robert Uschold	Parent
Anne Lynaugh	Principal
Susan Harper	Parent
Maria Trinidad Mena	Parent
Yara Martin	Teacher
Arnetta Menlas	Teacher
Queen Caviness	Education Support Employee
Angie Dormet	Business/Community
Erica Roberts	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

This is the first year Millennia Gardens is in existence. There was no school Improvement plan last year.

b. Development of this school improvement plan

Leadership team developed the school improvement plan this year in collaboration with the SAC using available data from feeder schools and beginning of the year assessment data.

c. Preparation of the school's annual budget and plan

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

N/A

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

No

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Carralero, Michelle	Assistant Principal
Lynaugh, Anne	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

After attending the summer leadership coaching academy and our retreat with the Millennia Elementary leadership team, SWAT established three major focuses for the year. The first focus is learning to plan as a team effectively to increase student learning in literacy by using the scope and sequence and referring to the district CRMs. This will be achieved by assuring that teachers understand the process of deconstructing the standards so they know what material to teach and how to establish appropriate learning targets for each standard. This will be reviewed at collaboratively planning which will ensure that all teachers have the same mental model of what rigor looks like in each classroom. Professional development will be provided on this topic so everyone obtains that common understanding.

The second focus is planned questioning to enhance the thinking and answers the students provide by citing evidence. SWAT and administrators will work together to tier the staff on what level of questioning each teacher produces in different content areas while they are teaching a lesson. We will then establish their needs based on the core curriculum. Raising student's abilities to answer higher level questions will enable them to comprehend more when reading the various text types.

The third focus for the year is the integration of the Technology Integration Matrix (TIM) digital strategies to enhance literacy. SWAT and our Instructional Media Specialist will work 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 improve students' literacy skills and also provides students with an opportunity to manipulate technology for the final product to deepen their understanding of the content. Each staff member will understand the different tiers of technology development, focusing on the academic vocabulary and practices as evidenced by Marzano's research. All Family Nights will showcase technology so parents understand what their child is using in the classroom to enhance their learning. We will hold sessions to instruct the parents on how to help their child in the home with all of the above strategies. Entering into year two as a digital school, we are aspiring to be at the "Adaptation Stage" of presenting the curriculum and allowing the students to explore the different modalities to enhance their learning and literacy skills as directed by the teacher. SWAT members are in the classrooms 60% of the day coaching, modeling and giving strategic feedback to teachers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Millennia Gardens Elementary started the inaugural year with a wonderful "Get to Know You" breakfast that started the historic journey of merging two separate schools' philosophies. Being in a new digital school helps teams to work together to share their expertise with each other. Staff members understand that though we are in two separate buildings, our family is twice as big as the walls of one school. Individual awards are given to staff members who "Stretch For Excellence!" This is where peers nominate each other for recognition of amazing work. 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 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. Summer and Saturday planning sessions helped both teams to get to know each other while working to achieve common goals.

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

Millennia Gardens has a large mentor / mentee program this year. Teachers having three or less years teaching experience who opt into the program are assigned a mentor. Mentors and mentees meet at least twice a month face-to-face. New staff to Millennia Gardens 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. Additionally, the teachers have access to a canvas page where they can access additional resources. This extensive program helps the staff to master the skills needed to be successful in Orange County Public Schools. Millennia Gardens Elementary hosts staff development sessions based on student data and based on feedback given by staff on their needs. The staff has a great deal of input on the professional development provided. Ivonne Gonzalez, Instructional Media Specialist, is responsible for the Mentoring program at Millennia Gardens

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

The mentoring program at Millennia Gardens Elementary School started this year to go through the Marzano new teacher training. The new staff attend the training and then meet with their mentor to clarify questions about the Marzano evaluation tool. Monthly meetings have an agenda and mini staff development sessions on the needed knowledge to move forward as an effective teacher. The mentors and mentees are matched strategically by the Principal and 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 the OCPS staff development department. Being a digital school also offers this group of new staff members extra tech support so they have the support needed to catch them up in the use of integrating the technology in the classroom.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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."

b. Instructional Strategies

1. 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 arrived to the school during pre-planning week, the principal assimilated the prediction data for the following school year in comparison to data from the surrounding schools. This data helps to paint a picture of where the school will begin as a new school. Data was taken from the FSA, iReady, and MAP assessments. Leadership team triangulates data from iReady diagnostic data for

reading and math, FSA, and MAP. Then based on the outcomes of the results, students are placed strategically into the classrooms. During the first three full weeks of school, all students are tested one-on-one in the DRA assessment. Based on the findings of the pretest, the students are then placed into a classroom and then into interventions or enrichment. Once students are placed into interventions, data is collected weekly through progress monitoring and then shared monthly to ascertain whether students remain in that intervention group or if enough progress has been made to exit the group. 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 families through MTSS meetings and documented on MTSS notes.

2. 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: 25,920

Students who scored a level 2 on the iReady end-of-year diagnostic exam were invited to participate in the afterschool program entitled SMARTVILLE. This program is grant funded by the Florida Department of Education. The program meets four afternoons per week from 3:05 to 6:05 p.m. and supports students in reading, math, science and enrichment. This program spans grades two through five.

Strategy Rationale

Millennia Gardens 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 pre-tested and then grouped based on the skill-set and then tutoring will take place to enhance the areas that are deficient.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carralero, Michelle, michelle.carralero@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 through Achieve 3000 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 Pre-K at Millennia Gardens Elementary School work in their preschool class for the entire school day. During the last year the students in the preschool class will be 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.

For our fifth grade students, our guidance counselor retrieves a list of which students will attend what middle school. We set up a field trip towards the end of the year so students are able to visit the campus and get acclimated. Support staff from the middle school also come out and give students an overview of middle school and for students with IEPs and 504s, the staffing specialist set up transition meetings with the schools and parent.

b. College and Career Readiness

1. 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 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. Fourth and fifth 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 note-taking so all students learn how to take notes when learning about a new topic. Students from Burnett College visit once a week for 8 weeks in the fall and lead discussions in the classroom about what it is like to attend college. Other topics include helping students understand the requirements to be accepted into college and goal setting for their future.

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. Teachers ask students to consider what actions they will need to take after high school in order to accomplish their goals. Staff members ask the questions to get the students motivated to continue their education. All the hallways at Millennia Gardens are named with Florida colleges so students can become familiar with the names of the schools they could attend. Staff members' schools are highlighted with a pennant on a map of the United States.

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. Each student has a social skills class on the wheel that emphasizes social skills for their future. As a staff we have agreed to emphasize the way to achieve their goals is to continue to go to school. We tell them, "We know you can do it." We are always asking the students, "What do you want to be when you grow up? If someone says "I don't know," then we start planting the seeds.

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Leadership team will establish and support a school wide Multi-tiered System of Support (MTSS) to narrow the achievement gap.(District Division Priority #2: Accelerate Student Performance; District Division Priority #3: Narrow the Achievement Gap)

- G2.** Teachers will implement standards-based instruction by collaboratively planning with their grade-level counterparts at Millennia Elementary School in the development of standards-aligned lessons and common assessments.(District Division Priority #2: Accelerate Student Performance; District Division Priority #3: Narrow Achievement Gaps)

Strategic Goals Detail

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

G1. Leadership team will establish and support a school wide Multi-tiered System of Support (MTSS) to narrow the achievement gap.(District Division Priority #2: Accelerate Student Performance; District Division Priority #3: Narrow the Achievement Gap) 1a

G095648

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	55.0
FSA Mathematics Achievement	40.0
FSA ELA Achievement	40.0
ELA/Reading Lowest 25% Gains	55.0
Math Gains	55.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- There is not enough time to intervene during the 90 minute reading block so Tier 2 is implemented during the intervention block, however we have a large amount of students who scored at least two years below grade level necessitating large groups of between eight and ten students in a small group setting which is not as effective.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data collected will be based on the reading skills being taught in the small group intervention. Each group of interventions are assigned a progress monitoring for their group to chart progress on the individual student's graph.

Plan to Monitor Progress Toward G1. 8

Data collected will be based on the reading skills being taught in the small group intervention. Each group of interventions are assigned a progress monitoring for their group to chart progress on the individual students graph.

Person Responsible

Sandra McGraw

Schedule

Weekly, from 10/16/2017 to 10/16/2017

Evidence of Completion

Student individual graphs and that depict growth of the students

G2. Teachers will implement standards-based instruction by collaboratively planning with their grade-level counterparts at Millennia Elementary School in the development of standards-aligned lessons and common assessments. (District Division Priority #2: Accelerate Student Performance; District Division Priority #3: Narrow Achievement Gaps) 1a

G095649

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	40.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	55.0
Math Gains	55.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Interruptions during allotted planning time and lack of understanding in how to create common assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- Planning times extended to extra hours during the school day so teams have uninterrupted time to work together

Plan to Monitor Progress Toward G2. 8

Leadership Team will check into the databases to ensure teachers are implementing the progress monitoring effectively.

Person Responsible

Michelle Carralero

Schedule

Monthly, from 9/26/2016 to 5/23/2017

Evidence of Completion

Student performance data, grade level trend walks, lesson plan checklist and feedback, blue print assessment feedback for common assessments and created common assessments.

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. Leadership team will establish and support a school wide Multi-tiered System of Support (MTSS) to narrow the achievement gap.(District Division Priority #2: Accelerate Student Performance; District Division Priority #3: Narrow the Achievement Gap) 1

G095648

G1.B1 There is not enough time to intervene during the 90 minute reading block so Tier 2 is implemented during the intervention block, however we have a large amount of students who scored at least two years below grade level necessitating large groups of between eight and ten students in a small group setting which is not as effective. 2

B257544

G1.B1.S1 Leadership Team will divide the intervention block in half so that groups of students are in smaller numbers. Below level, on level and enrichment. 4

S272504

Strategy Rationale

By making the groups smaller, the teachers are able to provide individualized and specialized instruction based on the students' needs according to assessment data.

Action Step 1 5

Leadership Team will support teachers in triangulation of data in order to determine intervention groups.

Person Responsible

Anne Lynaugh

Schedule

On 12/15/2017

Evidence of Completion

Data spreadsheet, meeting notes

Action Step 2 5

Leadership Team will provide professional development to provide interventions and input students into the specific skillset of their area of need according to data on a provided spreadsheet.

Person Responsible

Michelle Carralero

Schedule

Monthly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Intervention block database per grade level

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

Students will be placed into interventions based on their breakdown point of the reading development.

Person Responsible

Sandra McGraw

Schedule

Daily, from 9/18/2017 to 9/18/2017

Evidence of Completion

Students will be progress monitored weekly and when three data points above 80% are collected the student will move onto the next intervention group on the reading continuum. Students in enrichment will be monitored monthly also.

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

At monthly grade level meetings the teams will discuss progress of students and lack of progress. Students will be moved to next intervention or enrichment group based on the progress monitoring that takes place. Ongoing staff development will take place to see that teachers are using efficient strategies to help the students to excel.

Person Responsible

Michelle Carralero

Schedule

Monthly, from 10/16/2017 to 10/16/2017

Evidence of Completion

Intervention charts will depict student growth in a class. Individual students charts will be collected and placed in the cum as MTSS evidence of the student growth in reading development.

G2. Teachers will implement standards-based instruction by collaboratively planning with their grade-level counterparts at Millennia Elementary School in the development of standards-aligned lessons and common assessments. (District Division Priority #2: Accelerate Student Performance; District Division Priority #3: Narrow Achievement Gaps) **1**

 G095649

G2.B1 Interruptions during allotted planning time and lack of understanding in how to create common assessments **2**

 B257545

G2.B1.S1 Leadership Team and instructional staff per grade level will plan together by means of Safari Montage and face-to-face meetings to construct common assessments. **4**

 S272505

Strategy Rationale

Leadership Team will help to build collaborative grade-level teams that are working across campuses to backwards plan and to create common assessments aligned to Florida Standards.

Action Step 1 **5**

Instructional grade-level teams from Millennia Gardens Elementary School and Millennia Elementary School will collaborate in the creation of common assessments to meet the rigor of the standards.

Person Responsible

Michelle Carralero

Schedule

Weekly, from 8/15/2016 to 5/23/2017

Evidence of Completion

Developed common assessments, meeting notes

Action Step 2 5

Leadership Teams at both Millennia Gardens Elementary School and Millennia Elementary School will work collaboratively to create lesson plans to meet the rigor of the standards being taught. Teams will share digital and non-digital resources with each other.

Person Responsible

Michelle Carralero

Schedule

Weekly, from 8/15/2016 to 5/23/2017

Evidence of Completion

Lesson plans uploaded to Canvas, common assessments created with item analysis

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

Leadership Team will attend collaborative meetings and review common assessments to ensure alignment to Florida Standards.

Person Responsible

Sandra McGraw

Schedule

Daily, from 9/26/2016 to 5/23/2017

Evidence of Completion

Common assessments, feedback to staff regarding needed revisions

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

Leadership Team will hold monthly data meetings to present graphs and advance students who have earned three consecutive points on the graphs to ensure students are progressing according to developed common assessments.

Person Responsible

Sandra McGraw

Schedule

Monthly, from 9/26/2016 to 5/23/2017

Evidence of Completion

Sweep feedback and student performance data

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

Instructional Coaches will conduct "sweeps" of classroom walkthroughs during intervention time to ensure that intervention groups are advancing based on the area of development as indicated in developed common assessments.

Person Responsible

Michelle Carralero

Schedule

On 5/23/2017

Evidence of Completion

classroom walkthrough data, common assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M391564	Leadership Team will check into the databases to ensure teachers are implementing the progress...	Carralero, Michelle	9/26/2016	Student performance data, grade level trend walks, lesson plan checklist and feedback, blue print assessment feedback for common assessments and created common assessments.	5/23/2017 monthly
G2.B1.S1.MA1 M391561	Leadership Team will hold monthly data meetings to present graphs and advance students who have...	McGraw, Sandra	9/26/2016	Sweep feedback and student performance data	5/23/2017 monthly
G2.B1.S1.MA3 M391562	Instructional Coaches will conduct "sweeps" of classroom walkthroughs during intervention time to...	Carralero, Michelle	9/26/2016	classroom walkthrough data, common assessment data	5/23/2017 one-time
G2.B1.S1.MA1 M391563	Leadership Team will attend collaborative meetings and review common assessments to ensure...	McGraw, Sandra	9/26/2016	Common assessments, feedback to staff regarding needed revisions	5/23/2017 daily
G2.B1.S1.A1 A365694	Instructional grade-level teams from Millennia Gardens Elementary School and Millennia Elementary...	Carralero, Michelle	8/15/2016	Developed common assessments, meeting notes	5/23/2017 weekly
G2.B1.S1.A2 A365695	Leadership Teams at both Millennia Gardens Elementary School and Millennia Elementary School will...	Carralero, Michelle	8/15/2016	Lesson plans uploaded to Canvas, common assessments created with item analysis	5/23/2017 weekly
G1.B1.S1.MA1 M391559	Students will be placed into interventions based on their breakdown point of the reading...	McGraw, Sandra	9/18/2017	Students will be progress monitored weekly and when three data points above 80% are collected the student will move onto the next intervention group on the reading continuum. Students in enrichment will be monitored monthly also.	9/18/2017 daily
G1.MA1 M391560	Data collected will be based on the reading skills being taught in the small group intervention....	McGraw, Sandra	10/16/2017	Student individual graphs and that depict growth of the students	10/16/2017 weekly
G1.B1.S1.MA1 M391558	At monthly grade level meetings the teams will discuss progress of students and lack of progress....	Carralero, Michelle	10/16/2017	Intervention charts will depict student growth in a class. Individual students charts will be collected and placed in the cum as MTSS evidence of the student growth in reading development.	10/16/2017 monthly
G1.B1.S1.A1 A365692	Leadership Team will support teachers in triangulation of data in order to determine intervention...	Lynaugh, Anne	8/21/2017	Data spreadsheet, meeting notes	12/15/2017 one-time
G1.B1.S1.A2 A365693	Leadership Team will provide professional development to provide interventions and input students...	Carralero, Michelle	9/18/2017	Intervention block database per grade level	5/18/2018 monthly

V. Professional Development Opportunities

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

G1. Leadership team will establish and support a school wide Multi-tiered System of Support (MTSS) to narrow the achievement gap. (District Division Priority #2: Accelerate Student Performance; District Division Priority #3: Narrow the Achievement Gap)

G1.B1 There is not enough time to intervene during the 90 minute reading block so Tier 2 is implemented during the intervention block, however we have a large amount of students who scored at least two years below grade level necessitating large groups of between eight and ten students in a small group setting which is not as effective.

G1.B1.S1 Leadership Team will divide the intervention block in half so that groups of students are in smaller numbers. Below level, on level and enrichment.

PD Opportunity 1

Leadership Team will support teachers in triangulation of data in order to determine intervention groups.

Facilitator

Rebecca Rocca

Participants

Teachers

Schedule

On 12/15/2017

PD Opportunity 2

Leadership Team will provide professional development to provide interventions and input students into the specific skillset of their area of need according to data on a provided spreadsheet.

Facilitator

Rebecca Rocca

Participants

Instructional Staff

Schedule

Monthly, from 9/18/2017 to 5/18/2018

G2. Teachers will implement standards-based instruction by collaboratively planning with their grade-level counterparts at Millennia Elementary School in the development of standards-aligned lessons and common assessments. (District Division Priority #2: Accelerate Student Performance; District Division Priority #3: Narrow Achievement Gaps)

G2.B1 Interruptions during allotted planning time and lack of understanding in how to create common assessments

G2.B1.S1 Leadership Team and instructional staff per grade level will plan together by means of Safari Montage and face-to-face meetings to construct common assessments.

PD Opportunity 1

Instructional grade-level teams from Millennia Gardens Elementary School and Millennia Elementary School will collaborate in the creation of common assessments to meet the rigor of the standards.

Facilitator

SWAT

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/23/2017

PD Opportunity 2

Leadership Teams at both Millennia Gardens Elementary School and Millennia Elementary School will work collaboratively to create lesson plans to meet the rigor of the standards being taught. Teams will share digital and non-digital resources with each other.

Facilitator

Participants

Schedule

Weekly, from 8/15/2016 to 5/23/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Leadership Team will support teachers in triangulation of data in order to determine intervention groups.				\$0.00
2	G1.B1.S1.A2	Leadership Team will provide professional development to provide interventions and input students into the specific skillset of their area of need according to data on a provided spreadsheet.				\$0.00
3	G2.B1.S1.A1	Instructional grade-level teams from Millennia Gardens Elementary School and Millennia Elementary School will collaborate in the creation of common assessments to meet the rigor of the standards.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	120-Classroom Teachers	1492 - Millennia Gardens Elementary	Title I, Part A		\$15,000.00
			<i>Notes: Substitutes and Salaries for Saturday planning</i>			
4	G2.B1.S1.A2	Leadership Teams at both Millennia Gardens Elementary School and Millennia Elementary School will work collaboratively to create lesson plans to meet the rigor of the standards being taught. Teams will share digital and non-digital resources with each other.				\$0.00
					Total:	\$15,000.00