

Orange County Public Schools

Millennia Elementary



2018-19 Schoolwide Improvement Plan

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Millennia Elementary

5301 CYPRESS CREEK DR, Orlando, FL 32811

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

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 Leadership Team

Membership

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

Name	Title
Lynaugh, Anne	Principal
Pena, Dyanira	Assistant Principal
Weiss, Kristi	Assistant Principal
Solano, Lena	Assistant Principal
Otero, Catalina	Instructional Coach
Lyon, Christine	Instructional Coach

Duties

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

The roles and responsibilities of the members of the leadership team are:

- Facilitate conversations about school data and where growth can continue to occur
- Observe classrooms and provide feedback with a plan for growth
- Monitor data points for grade levels assigned
- Perform trend walks to see that what is planned is being carried out across the grade levels
- Provide professional development on areas that are crucial for academic excellence
- Attend Collaborative Curriculum sessions to guide conversations on reading, math or science

Early Warning Systems

Year 2017-18

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	22	25	16	27	19	21	0	0	0	0	0	0	0	130
One or more suspensions	4	6	4	3	4	3	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	54	51	43	0	0	0	0	0	0	0	148
Level 1 on statewide assessment	0	0	0	23	20	17	0	0	0	0	0	0	0	60

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	3	3	7	42	31	27	0	0	0	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	23	0	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	0	0	0	34	0	0	0	0	0	0	0	0	0	34

Date this data was collected

Tuesday 7/31/2018

Year 2016-17 - As Reported

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	41	23	19	25	11	10	0	0	0	0	0	0	0	129
One or more suspensions	7	5	6	6	5	7	0	0	0	0	0	0	0	36
Course failure in ELA or Math	0	0	54	62	30	73	0	0	0	0	0	0	0	219
Level 1 on statewide assessment	0	0	0	77	35	45	0	0	0	0	0	0	0	157
	0	0	0	0	0	0	0	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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	1	13	54	22	38	0	0	0	0	0	0	0	130

Year 2016-17 - Updated

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	41	23	19	25	11	10	0	0	0	0	0	0	0	129
One or more suspensions	7	5	6	6	5	7	0	0	0	0	0	0	0	36
Course failure in ELA or Math	0	0	54	62	30	73	0	0	0	0	0	0	0	219
Level 1 on statewide assessment	0	0	0	77	35	45	0	0	0	0	0	0	0	157
	0	0	0	0	0	0	0	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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	1	13	54	22	38	0	0	0	0	0	0	0	130

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

In Reading it was Integration of knowledge and Ideas
 In Math it was Measurement, Data and Geometry

Which data component showed the greatest decline from prior year?

Key Ideas and Details

Which data component had the biggest gap when compared to the state average?

Integration of Knowledge and Ideas

Which data component showed the most improvement? Is this a trend?

Language and Editing
 Operations, Algebraic Thinking

Describe the actions or changes that led to the improvement in this area.

Language and Editing was reviewed in every unit. It was integrated into all subjects and across the school.
 Operations, Algebraic Thinking was increased because the lower grades in previous year began working on memorizing facts and competitions were held to strengthen facts. We gave parents tools to work on facts.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	54%	56%	56%	55%	53%	52%
ELA Learning Gains	61%	55%	55%	59%	52%	52%
ELA Lowest 25th Percentile	64%	48%	48%	50%	42%	46%
Math Achievement	59%	63%	62%	58%	56%	58%
Math Learning Gains	55%	57%	59%	58%	54%	58%
Math Lowest 25th Percentile	44%	46%	47%	47%	41%	46%
Science Achievement	52%	55%	55%	47%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22 (41)	25 (23)	16 (19)	27 (25)	19 (11)	21 (10)	130 (129)
One or more suspensions	4 (7)	6 (5)	4 (6)	3 (6)	4 (5)	3 (7)	24 (36)
Course failure in ELA or Math	0 (0)	0 (0)	0 (54)	54 (62)	51 (30)	43 (73)	148 (219)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (77)	20 (35)	17 (45)	60 (157)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	55%	-10%	57%	-12%
	2017	41%	57%	-16%	58%	-17%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	39%	54%	-15%	56%	-17%
	2017	50%	57%	-7%	56%	-6%
Same Grade Comparison		-11%				
Cohort Comparison		-2%				
05	2018	42%	55%	-13%	55%	-13%
	2017	38%	51%	-13%	53%	-15%
Same Grade Comparison		4%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	58%	61%	-3%	62%	-4%
	2017	58%	63%	-5%	62%	-4%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	45%	62%	-17%	62%	-17%
	2017	50%	64%	-14%	64%	-14%
Same Grade Comparison		-5%				
Cohort Comparison		-13%				
05	2018	42%	59%	-17%	61%	-19%
	2017	37%	56%	-19%	57%	-20%
Same Grade Comparison		5%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	39%	53%	-14%	55%	-16%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	35		29	29						
ELL	52	63	70	59	56	44	50				
ASN	91			100							
BLK	45	49	44	48	45	38	47				
HSP	57	69	73	62	61	47	55				
WHT	61	67		64	48		58				
FRL	52	59	60	58	54	37	51				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	48	75	22	30	33	36				
ELL	40	61	70	50	55	48	16				
BLK	49	61	69	49	53	39	35				
HSP	52	60	74	54	53	46	39				
WHT	45	38		68	38						
FRL	50	59	73	54	53	42	38				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Integration of Knowledge and Ideas

Rationale This area was low as evidenced by the FSA.

Intended Outcome Students will grow by 8% as evidenced by the FSA.

Point Person Dyanira Pena (dyanira.pena@ocps.net)

Action Step

Description Coaching sessions will include help for the teachers to perfect their performance in what goes on during small group reading block. Kagan strategies as well as Close Reading strategies will be implemented so students learn to think out loud to develop the strategies needed to excel in this area on the FSA. Strategies will be taught to parents during Reading Night on how to work with their child in the home infusing reading strategies.

Person Responsible Catalina Otero (catalina.otero@ocps.net)

Plan to Monitor Effectiveness

Description Monitoring of this area will be through trend walks, observations, common assessment data and i-Ready data and Close Reading student evidences displayed in the classrooms.

Person Responsible Lena Solano (lena.solano@ocps.net)

Activity #2

Title Measurement, Data and Geometry

Rationale This area was the lowest as evidenced by the FSA.

Intended Outcome Students will grow by 8% as evidenced in the structure on the FSA.

Point Person Kristi Weiss (kristi.weiss@ocps.net)

Action Step

Description Professional development will take place to deconstruct the standards associated with this structure. Math Family Night will happen so families know how to help their child in the home. Khan Academy will be required for all students in second through fifth grades so self-paced lessons during centers and so students can work on this area as assigned in their development. Students will complete strategic lessons in i-Ready to practice skills. STEM and robotics will be part of the curriculum.

Person Responsible Lena Solano (lena.solano@ocps.net)

Plan to Monitor Effectiveness

Description i-Ready diagnostic and common assessments will be monitored. Classroom observations and trend walks will also be a source of monitoring.

Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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. We also offer Culturally Responsive Plan for all students and staff and at community events.

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.

PFEF Link

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

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 a Multi-Tiered System of Supports (MTSS) - i.e., 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 contracts, behavior intervention plans, social skills interventions, or school-based counseling. We work with outside agencies when more intensive interventions are needed. Our Guidance Counselor is very accessible to the students and they get to talk with her to air their concerns or ask for help in solving a problem. Class meetings, quarterly behavior sessions and positive rewards for making good choices help all students feel safe and emotionally ready to learn.

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 preschool class are mainstreamed into the kindergarten classrooms to see how the instruction will be when they enter kindergarten. Students in our Exceptional Services Education (ESE) preschool 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 preschool will take an end-of-year assessment to help with grouping of students in kindergarten.

Every year we host a Kindergarten Roundup event for incoming kindergarten students. Parents visit the school with registration information and are welcomed to view the campus. We also offer school tours anytime during the school year or summer.

For our outgoing fifth graders, students visit their attending middle school for a tour and orientation of what a typical day is like at the middle school level.

Grades K through five have vertical professional development called Two Kisses and a Wish to ensure students have been taught prior skills necessary for the upcoming grade level. Teachers collaborate to determine prerequisite skills necessary for mastery in the upcoming grade.

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 Elementary School, they are given a pre-assessment in reading and math. 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 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 four to six weeks or until a minimum of three 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.

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 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 (SAI) 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 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 Elementary

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 grades K through five 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.

All the hallways at Millennia Elementary 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. Street signs of various Florida post-secondary schools decorate the hallways so students are seeing them and asking questions. Teachers work on promoting their alma mater and post their college memorabilia so students see and ask questions about college. Third, 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 from Burnett College visit once a week for eight 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.

Part V: Budget

Total:	\$10,000.00
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