

2013-2014 SCHOOL IMPROVEMENT PLAN

Millennia Elementary
5301 CYPRESS CREEK DR
Orlando, FL 32811
407-355-5730

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 92%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Millennia Elementary

Principal

Anne Lynaugh

School Advisory Council chair

Bobby Uschold

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ivonne Gonzalez	Reading Coach
Allison Gersonde	Reading Coach
Kristi Weiss	Math Coach
Stella Jones	Math Coach
Lymarie Felix	Reading Coach
Michelle Carralero	Behavior Coach

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Kristi Weiss - Teacher lead on SAC / Bobby Ushold is SAC Chair

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

We begin our year showcasing the SIP at Open House. If the plan is not approved by Open House, we showcase the plan to the public at our next Family Night in September. The committee will meet each month to monitor the plan and to make changes as the data reflects. October 10th we will have a Reading Night focusing on vocabulary / November 6th will be Report Card Conference Night / December 5th will be a Family Math Night focusing on teaching the parents strategies to help their child to solve word problems / January 28th will be our second Report Card night / February 5th will be Writing and Media Night / March 13th will be our Science Night where each grade level will help the students see if their hypotheses prove true or not as experiments are being performed. During the last six days of school each grade level will have an awards day where each child is awarded a trophy for their success that year.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

We are in the process of recruiting parents to serve on our SAC. This process will be completed by September 30th placing us in compliance.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Anne Lynaugh

Principal

Years as Administrator: 14

Years at Current School: 7

Credentials

Bachelor of Science Elementary Education
Masters in Educational Leadership K-12

Performance Record

2005 - Sadler Elementary - School Grade - D
2006 - Sadler Elementary - School Grade - C
2007 - Sadler Elementary - School Grade - A
2008 - Millennia Elementary - School Grade - B
2009 - Millennia Elementary - School Grade - A
2010 - Millennia Elementary - School Grade - A
2011 - Millennia Elementary - School Grade - B
2012 - Millennia Elementary - School Grade - A
2013 - Millennia Elementary - School Grade B

Agathe Alvarez		
Asst Principal	Years as Administrator: 6	Years at Current School: 0
Credentials	Bachelor's of Elementary Education Pre K - 6 Master's of Curriculum and Teaching Specialist of Educational Leadership K -12	
Performance Record	2009 - Catalina Elementary - School Grade - D 2010 - Catalina Elementary - School Grade - B 2011 - Catalina Elementary - School Grade - D 2012 - Catalina Elementary - School Grade - D 2013 - Catalina Elementary - School Grade - D	

Instructional Coaches

of instructional coaches
6

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Ivonne Gonzalez		
Part-time / District-based	Years as Coach: 7	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	Bachelor's of Elementary Education with a Minor in Teacher Education Students Other Languages Master's of Instructional Technology Reading Endorsed	
Performance Record	2009 - Millennia Elementary - School Grade - A 2010 - Millennia Elementary - School Grade - A 2011 - Millennia Elementary - School Grade - B 2012 - Millennia Elementary - School Grade - A 2013 - Millennia Elementary - School Grade B	

Stella Jones		
Part-time / District-based	Years as Coach: 7	Years at Current School: 3
Areas	Mathematics	
Credentials	Bachelor of Middle School Grades Bachelor of Music Master Educational Leadership K-12	
Performance Record	2011 - Millennia Elementary - School Grade - B 2012 - Millennia Elementary - School Grade - A 2013 - Millennia Elementary - School Grade B	

Kristi Weiss		
Part-time / District-based	Years as Coach: 6	Years at Current School: 5
Areas	Mathematics	
Credentials	Bachelor of Elementary Education and ESOL Master of Reading	
Performance Record	2009 - Millennia Elementary - School Grade - A 2010 - Millennia Elementary - School Grade - A 2011 - Millennia Elementary - School Grade - B 2012 - Millennia Elementary - School Grade - A 2013 - Millennia Elementary - School Grade B	

Lymarie Felix		
Part-time / District-based	Years as Coach: 7	Years at Current School: 7
Areas	Rtl/MTSS, Other	
Credentials	Bachelor of Elementary Education & Teaching Students Other Languages Master of Teaching Students Other Languages Reading Endorsed	
Performance Record	2008 - Millennia Elementary - School Grade - B 2009 - Millennia Elementary - School Grade - A 2010 - Millennia Elementary - School Grade - A 2011 - Millennia Elementary - School Grade - B 2012 - Millennia Elementary - School Grade - A 2013 - Millennia Elementary - School Grade B	

Allison Gersonde		
Part-time / District-based	Years as Coach: 2	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	Bachelor of Early Childhood English Speakers Other Language Endorsed Working on her Masters in Instructional Design Reading Endorsed	
Performance Record	2012 - Millennia Elementary - School Grade - A 2013 - Millennia Elementary - School Grade B	

Michelle Carralero		
Part-time / District-based	Years as Coach: 3	Years at Current School: 6
Areas	Rtl/MTSS	
Credentials	Bachelor of Exceptional Services Education - K-12 English Speaker Other Language Endorsed Bachelor of Elementary Education K-6 Masters Educational Leadership K-12	
Performance Record	2008 - Millennia Elementary - School Grade - B 2009 - Millennia Elementary - School Grade - A 2010 - Millennia Elementary - School Grade - A 2011 - Millennia Elementary - School Grade - B 2012 - Millennia Elementary - School Grade - A 2013 - Millennia Elementary - School Grade B	

Classroom Teachers

# of classroom teachers	76
# receiving effective rating or higher	65, 86%
# Highly Qualified Teachers	100%
# certified in-field	75, 99%
# ESOL endorsed	58, 76%
# reading endorsed	8, 11%
# with advanced degrees	29, 38%

National Board Certified

5, 7%

first-year teachers

3, 4%

with 1-5 years of experience

28, 37%

with 6-14 years of experience

34, 45%

with 15 or more years of experience

14, 18%

Education Paraprofessionals**# of paraprofessionals**

24

Highly Qualified

24, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Millennia has a very active mentor / mentee program. Everyone who has at least three years or less of experience will be 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 lot of input on how the school continues to train the staff. The person responsible for the Mentoring program at Millennia Elementary School is Stella Jones.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 their responsibilities and keeps a log of meetings and any help provided to the mentee.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

On day one of the students entering Millennia Elementary School they are given a pre assessment in reading and math. The pre assessment is iReady Reading test and 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. 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 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 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, student is staffed into the program based based on needs and Exceptional Student Education services are provided. Data is collected through each intervention week for all students at Millennia Elementary School is receiving Tier II and Tier III interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Leadership team at Millennia Elementary School is called is SWAT (School Wide Assitance Team). This is 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 foward in that subject area with classroom performance and designing their interventions. Michelle Carralero - MTSS Behavior Coach / Stella Jones and Kristi Weiss are both math coaches / Ivonne Gonzalez and Allison Gersonde - MTSS reading coaches / Lymarie Felix - works with the sheltered techers 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. Children 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 disgnostic test from iReady reading and iReady math that shows the student's lowest break down point in the reading and math continuum.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

First thing we do is to administer the universal screening for each student. Once the students are tested and the results show need for interventions the students are placed into the intervention groups across the grade level. The students are taught using district approved MTSS interventions daily for 40 minutes

a day. We do the interventions in reading and math. The MTSS team will meet every four weeks to look at progress and change the interventions and monitor student progress.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources for Millennia Elementary in reading, math, science, writing were the 2012 FCAT, district benchmark exams, and data derived from progress monitoring of school wide interventions. Behavior data was collected through the school wide behavior plan assimilated through the School wide Positive Discipline Team. Areas of concern were documented as evidenced by the referrals written by staff in the school along with data collected on the places the referrals are being written such as cafeteria, classroom and arrival and dismissal areas in the school. Extra support in reading happens in the school wide intervention block for Tier 2 students. Math interventions happen outside the math block for students who are lacking mastery in any given skill area after the prerequisite test for each chapter is given in math. In science there is an extra 90 minutes of hands on lab science built into the schedule once a week for each 5th grade class. All other grades are required to have at least two labs a week and to ask FCAT type questions when they exit the class. Writing is very structured as a curriculum has been derived for the 4th grade. Instruction is at least an hour a day and then Tier II students in writing are pulled out during specials for added one on one or small group instruction on the skill they are missing while responding to the prompt.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Millennia Elementary Leadership team continues to be trained at district and state level on MTSS best practices. The staff attends a beginning of the year orientation on the MTSS process and how they can seek assistance at any place in their student's development for strategies and communication. The staff is taught how to progress monitor and what the graphs are to look like. All data is kept on the school's Sharepoint so others who teach this child have access to the data. The teachers are also taught how to incorporate the change lines in the graphs and change the interventions if the progress monitoring shows the student is not making growth. The staff is also taught how to compile the data into a Millennia Elementary MTSS folder to pass onto the next school and place in the cum when the student leaves to the next school.

The parents are informed of the MTSS process at Open House and then again during one-on-one meetings as their student needs the services. Each parent receives verbal and written communication regarding MTSS process. Each meeting helps to clearly communicate the plan for success for the child. This plan includes the intervention progress and also iReady reading and iReady math data to show growth areas as well as areas we as a team need to continue to work on. Strategies are shared with the parent as to what they should continue to work on in the home to help their child on the right course to academic excellence.

If testing is advised the parent is clearly in the loop since at least three meetings prior to the evaluation meeting

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2

Students who scored a level 1 on the 2012 FCAT in either reading and or math in the iReady diagnostic test are invited to morning tutoring. Students who enter the school and score at least one grade level below proficiency in the iReady Diagnostic test in both reading and math are invited to the morning tutoring session.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected bi monthly from the morning 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. Students data is graphed and then morning 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.

Who is responsible for monitoring implementation of this strategy?

Allison Gersonde - Reading tutoring
Kristi Weiss - Math tutoring
Agathe Alvarez - Assistant Principal
Anne Lynaugh - Administrator

Strategy: Weekend Program**Minutes added to school year:**

Starting in November we will hold Saturday math and reading camps from 8:30am - 11:30am. Students are administered a placement test from iReady and then the students are grouped into sections based on the area they are in need in both reading and math. The Saturday reading camps runs from November through February for students who scored a level 1 on the FCAT 2012 and then on diagnostic tests for students who just entered.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are monitored every other Saturday based on the area of need. The data is charted and graphed and the MTSS team meets with the teacher to discuss progress of lack of progress with the student's development. A change in interventions is sometimes the outcome of the meetings.

Who is responsible for monitoring implementation of this strategy?

Stella Jones
 Kristi Weiss
 Agathe Alvarez
 Anne Lynaugh

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Ivonne Gonzalez	Reading Coach
Allison Gersonde	Reading Coach

How the school-based LLT functions

The Millennia School Wide Leadership Team (SWAT) meets once a week to exchange ideas, data, and establish patterns based on observations while working in the classrooms. From this point we establish professional learning needs for our faculty in order to fill the gaps in teacher performance. The SWAT team is assigned a core content area and attends district meetings to keep their learning moving forward and refine previous knowledge.

Major initiatives of the LLT

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. 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 differentiated coaching. The SWAT team and administration work together to tier the staff on what level of coaching they need based on the core curriculum.

The third focus for the year is vocabulary development. As learned from the "Learning and Leading" conference last spring the SWAT team worked with staff members to design a vocabulary program

based on Marzano's best practices. Each staff member will understand the different tiers of vocabulary development focusing on the academic vocabulary 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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students who attend Millennia Elementary School work in their preschool class for a full day. During the last year 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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Millennia Elementary is an AVID school.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Each student in 4th and 5th grade uses the AVID binder as designed by the AVID core team. The binder helps the students to be more organized by 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.

Teachers work on promoting their alma matter and post their college memorabilia so students see and ask questions about college. 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.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	53%	No	60%
American Indian				
Asian	58%	57%	No	63%
Black/African American	51%	45%	No	56%
Hispanic	58%	60%	Yes	62%
White	67%	65%	Yes	70%
English language learners	51%	49%	No	56%
Students with disabilities	28%	13%	No	35%
Economically disadvantaged	56%	51%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	28%	32%
Students scoring at or above Achievement Level 4	103	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	283	65%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	79	72%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	175	55%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	112	36%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	109	35%	39%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	104	72%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	48%	No	57%
American Indian				
Asian	79%	71%	No	81%
Black/African American	41%	40%	No	47%
Hispanic	54%	53%	No	59%
White	69%	52%	No	72%
English language learners	53%	48%	No	57%
Students with disabilities	28%	20%	No	35%
Economically disadvantaged	51%	47%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	25%	28%
Students scoring at or above Achievement Level 4	84	19%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	232	53%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	201	46%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	36%	39%
Students scoring at or above Achievement Level 4	35	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	220	78%	81%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	121	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	12	9%	8%
Students who are not proficient in reading by third grade	27	17%	15%
Students who receive two or more behavior referrals	78	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	51	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents who attend Family Nights	245	25%	30%
Increase the number of families who partake in Parenting Skills Training	42	4%	8%
Increase the number of families who join PTO	69	7%	10%

Area 10: Additional Targets**Additional targets for the school**

We had 121 students who were absent at least 10% of the instructional time. A plan will be set in place to monitor attendance bi-weekly to identify the students who are consistently absent and alert the families of the truancy laws and the importance of being in school.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease the amount of students who are absent from school.	121	10%	8%

Goals Summary

- G1.** Goal - The goal in reading is to help the students who score 3 and above on the FCAT 2013 assessment improve by 5%.
- G2.** As evidenced by the FCAT 2013 students in grades 3rd, 4th and 5th grades need to learn strategies on how to solve word problems.
- G3.** Continue to build attendance at Family Nights that will help families to learn strategies to help their children in the home.

Goals Detail

G1. Goal - The goal in reading is to help the students who score 3 and above on the FCAT 2013 assessment improve by 5%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Teachers will use Great Books to help challenge their students in the reading class.

Targeted Barriers to Achieving the Goal

- Time is an element to work out based on where to include this group and how deliver strategies consistently to help the students to achieve at higher levels.

Plan to Monitor Progress Toward the Goal

Charts and testing results

Person or Persons Responsible

Classroom teacher / reading coaches / administration

Target Dates or Schedule:

Bi Weekly

Evidence of Completion:

FCAT 2014

G2. As evidenced by the FCAT 2013 students in grades 3rd, 4th and 5th grades need to learn strategies on how to solve word problems.

Targets Supported

- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Teaching resources on how to teach problem solving strategies

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Instructional Focus weekly testing which includes word problems

Person or Persons Responsible

Classroom Teachers / Math Coaches / Administration

Target Dates or Schedule:

Weekly at Data Meetings

Evidence of Completion:

FCAT 2104

G3. Continue to build attendance at Family Nights that will help families to learn strategies to help their children in the home.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Materials to create take home packets for the families to practice the skills presented at the Family Night. Timely

Targeted Barriers to Achieving the Goal

- Timely communication and focus for the Family Night activity

Plan to Monitor Progress Toward the Goal

Sign in Sheets

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

After the event to chart attendance

Evidence of Completion:

Comparison graphs from last year attendance to this year attendance

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Goal - The goal in reading is to help the students who score 3 and above on the FCAT 2013 assessment improve by 5%.

G1.B1 Time is an element to work out based on where to include this group and how deliver strategies consistently to help the students to achieve at higher levels.

G1.B1.S1 Teachers who will be teaching the Enriched group during Interventions will be trained in strategies to deliver the Great Books Supplemental Curriculum.

Action Step 1

Help more students meet at level 3 or above on the FCAT 2014

Person or Persons Responsible

Selected Teachers will be picked to teach the enriched group during Intervention time.

Target Dates or Schedule

Four days a week - Monday, Tuesday, Thursday and Friday from 8:50am - 9:30am

Evidence of Completion

FCAT 2014

Facilitator:

Reading coaches

Participants:

Teachers on each grade level that will be teaching the Enrichment group during interventions.

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

Monitor the graphs when each student is tested weekly

Person or Persons Responsible

Reading coaches / administration

Target Dates or Schedule

Bi Weekly

Evidence of Completion

FCAT 2014

Plan to Monitor Effectiveness of G1.B1.S1

Data is charted and then discussed to see if the students are making progress. Instruction is watched to see if strategies are being used effectively by the classroom teacher.

Person or Persons Responsible

Reading Coaches / Administration

Target Dates or Schedule

Bi Weekly as progress monitoring is performed

Evidence of Completion

FCAT 2014

G2. As evidenced by the FCAT 2013 students in grades 3rd, 4th and 5th grades need to learn strategies on how to solve word problems.

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 teaching word problems in the classroom.

Action Step 1

Attend training on how to teach word problems

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Wednesday Afternoons

Evidence of Completion

FCAT 2014

Facilitator:

Math Coaches

Participants:

Classroom teachers

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

Charts designated to graph problem solving student test results

Person or Persons Responsible

Classroom Teachers / Math Coaches / Administration

Target Dates or Schedule

Bi Weekly

Evidence of Completion

FCAT 2014

Plan to Monitor Effectiveness of G2.B1.S1

Monthly

Person or Persons Responsible

Math Coaches / Administration

Target Dates or Schedule

Classroom walk throughs with the coaches and Feedback from Administration on classroom observations

Evidence of Completion

FCAT 2014

G3. Continue to build attendance at Family Nights that will help families to learn strategies to help their children in the home.

G3.B1 Timely communication and focus for the Family Night activity

G3.B1.S1 Annotate on the calendar when the timely notices will be sent out to the families. Use a combination of paper notices and Connect Orange messages

Action Step 1

Send Notices home

Person or Persons Responsible

Reading, Math, Writing and Science Committee

Target Dates or Schedule

At least three weeks before the event is to take place

Evidence of Completion

Participation at Family Night events

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

Sign in Sheets

Person or Persons Responsible

Committee who puts on the Family Night

Target Dates or Schedule

After the event to chart the attendance

Evidence of Completion

Family Participation as evidenced on sign in sheets

Plan to Monitor Effectiveness of G3.B1.S1

Exit slips completed by the parent

Person or Persons Responsible

Committee of the family night / Administration

Target Dates or Schedule

After the event has happened

Evidence of Completion

Evidence from the exit slips

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The federal, state and local funds will be 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. A writing consultant will be working with the students in 4th grade and the teachers to help them become proficient in the strategies needed so the students score a level 3.5 or above on the FCAT writes. 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 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Goal - The goal in reading is to help the students who score 3 and above on the FCAT 2013 assessment improve by 5%.

G1.B1 Time is an element to work out based on where to include this group and how deliver strategies consistently to help the students to achieve at higher levels.

G1.B1.S1 Teachers who will be teaching the Enriched group during Interventions will be trained in strategies to deliver the Great Books Supplemental Curriculum.

PD Opportunity 1

Help more students meet at level 3 or above on the FCAT 2014

Facilitator

Reading coaches

Participants

Teachers on each grade level that will be teaching the Enrichment group during interventions.

Target Dates or Schedule

Four days a week - Monday, Tuesday, Thursday and Friday from 8:50am - 9:30am

Evidence of Completion

FCAT 2014

G2. As evidenced by the FCAT 2013 students in grades 3rd, 4th and 5th grades need to learn strategies on how to solve word problems.

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 teaching word problems in the classroom.

PD Opportunity 1

Attend training on how to teach word problems

Facilitator

Math Coaches

Participants

Classroom teachers

Target Dates or Schedule

Wednesday Afternoons

Evidence of Completion

FCAT 2014

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Continue to build attendance at Family Nights that will help families to learn strategies to help their children in the home.	\$1,500
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Title 1 and 001 budget	\$1,500	\$1,500
Total	\$1,500	\$1,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Continue to build attendance at Family Nights that will help families to learn strategies to help their children in the home.

G3.B1 Timely communication and focus for the Family Night activity

G3.B1.S1 Annotate on the calendar when the timely notices will be sent out to the families. Use a combination of paper notices and Connect Orange messages

Action Step 1

Send Notices home

Resource Type

Other

Resource

Resources used in this section will be notices to the families, connect Orange messages, newsletters

Funding Source

Title 1 and 001 budget

Amount Needed

\$1,500