

Orange County Public Schools

# Millennia Gardens Elementary



## 2021-22 Schoolwide Improvement Plan

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# Millennia Gardens Elementary

3515 GARDENS RIDGE WAY, Orlando, FL 32839

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

## Demographics

**Principal: Michelle Carralero**

Start Date for this Principal: 7/22/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (44%) 2017-18: C (53%) 2016-17: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Millennia Gardens Elementary

3515 GARDENS RIDGE WAY, Orlando, FL 32839

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	93%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

**Provide the school's vision statement.**

To ensure every student has a promising and successful future

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Carralero, Michelle	Principal	<ul style="list-style-type: none"> <li>- Facilitate conversations about school data and where growth can continue to occur</li> <li>- Observe classrooms and provide feedback with a plan for growth</li> <li>- Monitor data points for grade levels assigned</li> <li>- Perform trend walks to see that what is planned is being carried out across the grade levels</li> <li>- Provide professional development on areas that are crucial for academic excellence</li> <li>- Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math or science</li> </ul>
Bryant, Travis	Dean	<ul style="list-style-type: none"> <li>- Monitors and oversees Discipline</li> <li>- Supports the Positive Behavior Support School Wide System</li> <li>- Facilitate conversations about school data and where growth can continue to occur</li> </ul>
Nichols, Katrina	Assistant Principal	<p>Facilitate conversations about school data and where growth can continue to occur</p> <ul style="list-style-type: none"> <li>- Observe classrooms and provide feedback with a plan for growth</li> <li>- Monitor data points for grade levels assigned</li> <li>- Perform trend walks to see that what is planned is being carried out across the grade levels</li> <li>- Provide professional development on areas that are crucial for academic excellence</li> <li>- Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math or science</li> </ul>
Pascale, Michelle	Reading Coach	<ul style="list-style-type: none"> <li>-Facilitate conversations about school data and where growth can continue to occur</li> <li>- Observe classrooms and provide feedback with a plan for growth</li> <li>- Monitor data points for grade levels assigned</li> <li>- Perform trend walks to see that what is planned is being carried out across the grade levels</li> <li>- Provide professional development on areas that are crucial for academic excellence</li> <li>- Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math or science</li> </ul>
Moultry, Danielle	Science Coach	<ul style="list-style-type: none"> <li>-Oversees the MTSS program and compliance</li> <li>-Facilitate conversations about school data and where growth can continue to occur</li> <li>- Observe classrooms and provide feedback with a plan for growth</li> <li>- Monitor data points for grade levels assigned</li> <li>- Perform trend walks to see that what is planned is being carried out across the grade levels</li> <li>- Provide professional development on areas that are crucial for academic excellence</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math or science</li> </ul>
Ramirez, Andrea	ELL Compliance Specialist	<ul style="list-style-type: none"> <li>- Oversees the ESOL Program and monitors compliance</li> <li>- Facilitate conversations about school data and where growth can continue to occur</li> <li>- Observe classrooms and provide feedback with a plan for growth</li> <li>- Monitor data points for grade levels assigned</li> <li>- Perform trend walks to see that what is planned is being carried out across the grade levels</li> <li>- Provide professional development on areas that are crucial for academic excellence</li> <li>- Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math or science</li> </ul>
Castro, Deanna	Curriculum Resource Teacher	<ul style="list-style-type: none"> <li>- Ensures protocols are followed for all District and State Assessments</li> <li>- Facilitate conversations about school data and where growth can continue to occur</li> <li>- Observe classrooms and provide feedback with a plan for growth</li> <li>- Monitor data points for grade levels assigned</li> <li>- Perform trend walks to see that what is planned is being carried out across the grade levels</li> <li>- Provide professional development on areas that are crucial for academic excellence</li> <li>- Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math or science</li> </ul>

## Demographic Information

### Principal start date

Monday 7/22/2019, Michelle Carralero

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

70

**Total number of students enrolled at the school**

865

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

## Demographic Data

### Early Warning Systems

#### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	131	138	148	158	166	0	0	0	0	0	0	0	788
Attendance below 90 percent	15	48	62	60	60	65	0	0	0	0	0	0	0	310
One or more suspensions	0	4	5	3	2	7	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	21	16	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	0	17	12	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	3	3	19	31	0	0	0	0	0	0	0	58

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/22/2021

#### 2020-21 - 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	
Number of students enrolled	59	142	133	161	152	139	0	0	0	0	0	0	0	786
Attendance below 90 percent	15	25	25	35	29	37	0	0	0	0	0	0	0	166
One or more suspensions	0	1	7	9	3	1	0	0	0	0	0	0	0	21
Course failure in ELA	0	1	1	23	16	18	0	0	0	0	0	0	0	59
Course failure in Math	0	1	1	21	10	23	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	27	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	37	0	0	0	0	0	0	0	49

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	21	21	37	0	0	0	0	0	0	0	83

**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	1	0	1	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - 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	
Number of students enrolled	59	142	133	161	152	139	0	0	0	0	0	0	0	786
Attendance below 90 percent	15	25	25	35	29	37	0	0	0	0	0	0	0	166
One or more suspensions	0	1	7	9	3	1	0	0	0	0	0	0	0	21
Course failure in ELA	0	1	1	23	16	18	0	0	0	0	0	0	0	59
Course failure in Math	0	1	1	21	10	23	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	27	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	37	0	0	0	0	0	0	0	49

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	21	21	37	0	0	0	0	0	0	0	83

**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	1	0	1	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	57%	57%	44%	56%	56%
ELA Learning Gains				53%	58%	58%	61%	55%	55%
ELA Lowest 25th Percentile				49%	52%	53%	72%	48%	48%
Math Achievement				42%	63%	63%	46%	63%	62%
Math Learning Gains				51%	61%	62%	55%	57%	59%
Math Lowest 25th Percentile				37%	48%	51%	50%	46%	47%
Science Achievement				38%	56%	53%	45%	55%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	31%	55%	-24%	58%	-27%
Cohort Comparison						
04	2021					
	2019	41%	57%	-16%	58%	-17%
Cohort Comparison		-31%				
05	2021					
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	29%	62%	-33%	62%	-33%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	63%	-19%	64%	-20%
Cohort Comparison		-29%				
05	2021					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	54%	-20%	53%	-19%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Diagnostic I-Ready Data from BOY, MOY, and EOY.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	21	36
	Economically Disadvantaged	22%	25	37
	Students With Disabilities	17%	17	17
	English Language Learners	12%	17	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	19	33
	Economically Disadvantaged	16	19	30
	Students With Disabilities	0	17	17
	English Language Learners	17	21	36

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7%	14	26
	Economically Disadvantaged	0%	9	20
	Students With Disabilities	6%	0	0
	English Language Learners	11%	7	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	10	19
	Economically Disadvantaged	3	6	15
	Students With Disabilities	0	0	0
	English Language Learners	5	6	14
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4%	11	20
	Economically Disadvantaged	6%	10	17
	Students With Disabilities	2%	6	11
	English Language Learners	5%	6	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	8	12
	Economically Disadvantaged	2	6	8
	Students With Disabilities	0	0	0
	English Language Learners	0	6	10

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6%	13	17
	Economically Disadvantaged	0%	12	17
	Students With Disabilities	0%	0	0
	English Language Learners	6%	6	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	8	16
	Economically Disadvantaged	2	6	16
	Students With Disabilities	0	0	6
	English Language Learners	0	1	10
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8%	10	18
	Economically Disadvantaged	0%	11	14
	Students With Disabilities	0%	0	0
	English Language Learners	9%	0	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	9	19
	Economically Disadvantaged	4	8	14
	Students With Disabilities	0	0	0
	English Language Learners	2	11	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	30	33	29
	Economically Disadvantaged	27	28	24
	Students With Disabilities	30	0	0
	English Language Learners	23	24	19

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	6			6							
ELL	21	33	50	21	28	31	20				
BLK	24	32		14	11	18	26				
HSP	34	42	50	27	27	27	36				
WHT	44			31							
FRL	25	35	38	21	13	11	29				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	17	48	53	18	29	25					
ELL	36	54	45	42	53	38	34				
BLK	38	54	53	36	48	41	35				
HSP	41	51	39	47	54	33	42				
WHT	59			47							
FRL	35	55	59	39	49	39	37				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	14	53		10	29	30					
ELL	36	65	69	38	55	55	20				
BLK	38	58	73	40	50	39	34				
HSP	49	66	74	53	59	61	54				
WHT	50	55		43	64						
FRL	42	61	75	45	54	50	45				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	8
Percent Tested	96%



Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Overall, we see that our data increased based on I-Ready data across grade levels and subgroups in all content areas. Although there was an increase, the increase did not demonstrate a large number of students making sufficient gains. This was evident most with our ELL and ESE students.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA and Math data showed the greatest needs for improvement with an emphasis on our lowest 25% students who primarily are made up of our ELL and ESE subgroups.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

These students were not pulled for small group instruction at a consistent rate due to many of the students being in the LaunchED model for instruction. This limited the time to remediate and reteach while moving forward with the scope and sequence of instruction for all students. Additionally intervention curriculum was not used with fidelity.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA showed the most gains across the board in all grade levels.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

ELA is taught and embedded in all other content areas and interventions primarily consisted of ELA instruction. Additionally, writing was embedded across the various content areas.

**What strategies will need to be implemented in order to accelerate learning?**

Providing students with preview lessons and opportunities for Acceleration in all grade levels will help students prepare as the scope and sequence is followed. Additionally, offer/provide acceleration model tutoring in the morning and after school and a math intervention block embedded into the schedule.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development for our staff will be provided at the beginning of the year to ensure the teachers understand how we plan to accelerate learning throughout the school year.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will seek out ongoing professional development opportunities offered through our district to staff members periodically. We will also ensure our mentors include acceleration learning as a high impact item for our new teachers (mentees)

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Based on End of Year i-Ready Diagnostic results, learning gains in reading dropped in comparison to previous school year data. On the most recent Florida Standards Assessment (FSA), data indicated that 74% of students scored below a level 3 in English Language Arts (ELA). In order to increase overall proficiency, we must close the achievement gap by having students make a minimum of one and a half year's growth equivalent to a learning gain.

**Measurable Outcome:**

Students will increase in the area of reading (all reading domains) by 10% based on the i-Ready beginning-of-year, mid-year, and end-of-year assessments. On the 2022 ELA FSA will show an increase of at least 10% percentage points from 26% to 36%. ESE ESSA subgroup students will increase in the area of reading (all reading domains) by 24% based on the 2022 ELA FSA.

**Monitoring:**

This will be monitored based on I-Ready Diagnostics, I-Ready Growth Monitoring, Classroom Walkthroughs, District Standards Based Unit Assessments, and Literably Assessments

**Person responsible for monitoring outcome:**

Michelle Carralero (michelle.carralero@ocps.net)

**Evidence-based Strategy:**

Student learning gains will increase when teachers collaboratively plan for scaffolded, rigorous, standards-based instruction that includes content specific, complex texts and standards-aligned tasks. We will also ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instructional practice has a moderate level of evidence.

**Rationale for Evidence-based Strategy:**

This selected instructional practice(s) has a moderate level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding. The following strategies/resources were selected because the evidence based practice addresses the identified need.

**Action Steps to Implement**

1. Strengthen the common planning process.

**Person Responsible**

Michelle Carralero (michelle.carralero@ocps.net)

2. Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions Include foundational planning in K-2

**Person Responsible**

Michelle Carralero (michelle.carralero@ocps.net)

3. Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

**Person Responsible**

Michelle Carralero (michelle.carralero@ocps.net)

4. Ensure the 90 minute reading block contains statutory requirements.

**Person Responsible**

Michelle Carralero (michelle.carralero@ocps.net)

5. 6 components of reading (as noted in Florida's Formula for success)

**Person Responsible** Michelle Carralero (michelle.carralero@ocps.net)

6. Daily inclusion of on-level whole group instruction, and differentiated small group instruction

**Person Responsible** Michelle Carralero (michelle.carralero@ocps.net)

7. Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

**Person Responsible** Michelle Carralero (michelle.carralero@ocps.net)

8. Provide targeted ELA PD based on teacher needs (ELA IMPACT).

**Person Responsible** Michelle Carralero (michelle.carralero@ocps.net)

9. MTSS Problem Solving Teams meet regularly to ensure: Students are appropriately identified, students are matched to appropriate interventions and intensity, data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team's findings.

**Person Responsible** Michelle Carralero (michelle.carralero@ocps.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Based on the FSA data and the End-of-Year i-Ready Diagnostic Results, learning gains in math dropped in comparison to previous school year data. In order to increase overall proficiency, we must close the achievement gap by having students make a minimum of one and a half years growth equivalent to a learning gain.
<b>Measurable Outcome:</b>	Students will increase in the area of math (all math domains) by 10% based on the i-Ready beginning-of-year, mid-year, and end-of-year assessments.
<b>Monitoring:</b>	Admin will monitor I-Ready Math BOY, MOY, & EOY Diagnostic, FSA, and District Standard Based Unit Assessments.
<b>Person responsible for monitoring outcome:</b>	Michelle Carralero (michelle.carralero@ocps.net)
<b>Evidence-based Strategy:</b>	Student learning gains will increase when teachers collaboratively plan for scaffolded, rigorous, standards-based instruction that includes content specific, complex texts and standards-aligned tasks. As Tier I instruction is strengthened and interventions are implemented and executed, student achievement in proficiency and learning gains will continue using effective math strategies.
<b>Rationale for Evidence-based Strategy:</b>	This area was determined to be an area of focus due to the number of students who did not make learning gains based on the FSA assessment and i-Ready Diagnostic results. This had a negative impact on the number of students who were proficient in math as determined by the FSA assessment.

**Action Steps to Implement**

1. Ensuring that staff are appropriately implementing effective math strategies.
2. Implementation with fidelity of small group instruction based on specific domain needs for each student
3. Providing staff with specific professional development to meet individual student needs
4. Providing staff with ongoing actionable feedback from trend walks and observations
5. Implementation of acceleration in math for students working a year below grade level

**Person Responsible** Michelle Carralero (michelle.carralero@ocps.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	Many of our students speak different languages. We need to intentionally teach them how to collaborate and communicate effectively when learning and problem-solving. Our goal is to increase all students' social emotional development and positively impact our school culture.
<b>Measurable Outcome:</b>	For the 2021-2022 school year, our Panorama School Student Survey results will show an increase of at least 10 percentage points on the following focus areas: Positive attitudes of colleagues and supportive environments & relationships among staff and students.
<b>Monitoring:</b>	School-specific surveys will be conducted every 2-3 months to monitor students' perceptions with the question: "During the past 30 days...How clearly were you able to describe your feelings?" Administrators will visit classrooms to monitor intentional SEL instruction
<b>Person responsible for monitoring outcome:</b>	Katrina Nichols (katrina.nichols@ocps.net)
<b>Evidence-based Strategy:</b>	Daily morning and afternoon meetings will be integrated to address students' Social-emotional needs. Weekly class meetings will be incorporated to engage students in positive conflict resolution, guided by the classroom teacher. Learning curriculum and resources will be provided to support teachers and students (Sanford Harmony). Through the integration of these regular, daily and weekly activities, our school will actively create and maintain an environment in which students' social-emotional well-being is acknowledged and respected.
<b>Rationale for Evidence-based Strategy:</b>	By incorporating SEL activities and lessons from Sanford Harmony and intentionally focusing on student's ability to describe feelings, we will maintain a positive school-wide culture as students develop their social and emotional skills, leading to a decrease in discipline referrals.

**Action Steps to Implement**

Sanford Harmony lessons or social skills lessons in all classrooms will enable teachers to set expectations, model and teach the SEL skills needed for students to interact positively

**Person Responsible** Katrina Nichols (katrina.nichols@ocps.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**With a reported incident rate of 4.4%, our school ranked 1,320 out of 1,395 elementary schools statewide and 101 out of 126 in the county. This was due to very high incident ranks for violent and property incidents. This past year, the majority of incidents were due to mask issues and therefore we do anticipate our ranking to improve significantly. Additionally, our behavior specialist, counselor and assistant principal will continue to remain actively involved in monitoring student behavior.**



## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Millennia Gardens Elementary has a high level of parent participation at school events. Our Parent Teacher Organization (PTO), School Advisory Committee (SAC), Faculty Advisory Committee (FAC) are involved with the progress of our school and monitoring the SIP. To continue to build a positive school culture and environment, our school provides opportunities for all. For example, stakeholders are invited to volunteer on campus. Parents and other members of our school community are invited to various activities throughout the year such as Field Day, Literacy Night, Math Night, Science Night, Multicultural Celebration, Fall Festival, among others. Our teachers maintain constant communication with parents via Class Dojo, which allows parents to translate messages in whichever language they choose. Additionally we communicate with our community through our Facebook page and school website.

## Part V: Budget



**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00