Millennia Gardens Elementary

2022-23 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: 7/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: D (39%) 2018-19: C (44%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	92%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Carralero, Michelle	Principal	The school principal, Michelle Carralero, will ensure a safe learning environment, monitor all student data, ensure implementations of instructional best practices and coach teacher to perform to the best of their ability. The school principal will also monitor instruction and data and provide timely and actionable feedback for improving classroom instruction.
Nichols, Katrina	Assistant Principal	The school assistant principal, Katrina Nichols, will help Ms. Carralero with ensuring a safe learning environment, monitoring all student data, ensuring implementation of instructional best practices and coaching teachers to perform to the best of their ability. The assistant principal will also monitor instruction and data and provide timely yet effective feedback for improving classroom instruction.
Moultry, Danielle	Other	The MTSS coach will provide on-going professional development, coaching support, and resources to teachers as it relates to the MTSS process and all school wide interventions.
Cox, Bonnie	Dean	The Dean will be responsible for the school's engagement in the implementation of this plan as well as the assessment of its outcomes. Within the School, the new Dean must continue to cultivate collaboration and connection to re-envision the ongoing growth and development of programs and initiatives as it relates to discipline and school culture.
Coates, Danielle	Instructional Coach	The 3-5 instructional coach will provide on-going professional development, coaching support, and resources to teachers through the coaching cycle as it pertains to reading and writing instruction. The 3-5 coach will also provide on-going professional development, coaching support, and resources to teachers through the coaching cycle as it pertains to math and science instruction.
Lopez, Myrna	School Counselor	The Guidance Counselor will provide on-going professional development and resources to teachers as it relates to social and emotional learning. She will work with small groups of students throughout the week to target their social and emotional needs.
Butler, Helicia	Staffing Specialist	The Staffing Specialist is responsible for coordinating the staffing and educational planning process for students with IEPs and 504s on campus. She provides professional development when necessary to the staff.
Ortiz, Brenda	ELL Compliance Specialist	The ELL Compliance Specialist is responsible for providing leadership to the ELL Team in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL Program protocols, procedures, and compliance. This person coordinates consortium wide activities, disseminating and receiving information related to English Language Development; planning and implementing activities and/or special events; addressing operational issues

Name	Position Title	Job Duties and Responsibilities
		related to their role as coordinator of ELL activities at each school site; providing recommendations of expenditures for activities, equipment, and supplies that enhance the school programs; and serving as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience.

Demographic Information

Principal start date

Sunday 7/21/2019, Michelle Carralero

Number of teachers with a 2022 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 2022 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.*

6

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

853

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	113	141	124	142	127	144	0	0	0	0	0	0	0	791
Attendance below 90 percent	20	53	57	46	42	52	0	0	0	0	0	0	0	270
One or more suspensions	0	3	2	2	1	7	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	16	4	5	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	2	2	2	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	47	66	0	0	0	0	0	0	0	114
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	64	70	0	0	0	0	0	0	0	135
Number of students with a substantial reading deficiency	0	20	38	59	35	82	0	0	0	0	0	0	0	234

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	58	62	0	0	0	0	0	0	0	123

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	10	0	1	0	0	0	0	0	0	0	12
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 7/21/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	56%	56%				40%	57%	57%
ELA Learning Gains	54%						53%	58%	58%
ELA Lowest 25th Percentile	43%						49%	52%	53%
Math Achievement	30%	46%	50%				42%	63%	63%
Math Learning Gains	48%						51%	61%	62%
Math Lowest 25th Percentile	38%						37%	48%	51%
Science Achievement	27%	61%	59%				38%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	55%	-24%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	41%	57%	-16%	58%	-17%
Cohort Comparison		-31%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	29%	62%	-33%	62%	-33%
Cohort Comparison		0%				
04	2022					
	2019	44%	63%	-19%	64%	-20%
Cohort Comparison		-29%				
05	2022					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	54%	-20%	53%	-19%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	46	44	5	31	33	6				
ELL	24	55	51	31	52	34	19				
BLK	28	48	38	23	41	34	23				
HSP	35	57	41	36	53	39	31				
WHT	52	80		33	55						
FRL	28	49	35	25	44	41	26				

2021 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 2019-20	C & C Accel 2019-20
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				

2019 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 2017-18	C & C Accel 2017-18
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

Pacific Islander Students	
Federal Index - 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%	0

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on ELA and Math FSA data and I-Ready data, only 50% of our students made learning gains. Data showed 33% of students in grades 3-5 were proficient in ELA and 30% of students in grades 3-5 were proficient in Math. On the NGSSS, only 27% of our 5th grade students were proficient in Science. Based on 2022 FSA data ESSA Subgroup Data indicated four areas of improvement including Students With Disabilities, Economically Disadvantaged Students, Black Students, and English Language Learners all performed below 41%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components based on progress monitoring and 2022 state assessments, our student's proficiency in ELA, Math, and 5th Grade Science need the most improvement.

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

All of the academic information presented above is due to inconsistent coaching provided to instructional staff which affects pedagogy. Challenges with mobility among leadership team members led to teachers needing more support with differentiating instruction in order to meet learner needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Progress monitoring and state assessment data for 2022 shows our most improved areas were in proficiency in math with an increase of 8% and math learning gains with an increase of 28%. Our ELA learning gains also increased by 15%.

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

Our school implemented a school wide intervention plan for ELA and Math. This included a walk-to model where students received SIPPs and Connecting Math Concepts during their intervention block.

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

In order to accelerate learning, we will provide ongoing professional development for teachers including B.E.S.T. standards as well as teaching strategies to reach our subgroups. We will also implement mentoring for our subgroup students and have a plan for tracking and monitoring progress in regards to implementation of interventions and small group instruction.

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.

The following professional development will be provided in order to accelerate learning:
-ESE/ESOL Strategies
-B.E.S.T. Standards
-MTSS
-Small Group implementation for ELA and Math
-SIPPs
-Symphony Math

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

Millennia Gardens will use the acceleration model of instruction before and after school as well as specific intervention programs (SIPPs, Symphony Math) during intervention block, and small group instructional framework.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on ELA and Math FSA data and I-Ready data, only 50% of our students made learning gains. Data showed 33% of students in grades 3-5 were proficient in ELA and 30% of students in grades 3-5 were proficient in Math. On the NGSSS, only 27% of our 5th grade students were proficient in Science. All of the academic information presented above is due to inconsistent coaching provided to instructional staff which effects pedagogy.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With a focus on coaching and instructional practices, we expect student proficiency levels in ELA, Math, and Science to increase by a minimum of 10% in each content area.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The coaching cycle will be monitored using coaching logs, coaching schedules, PLC structures and implementation, student data specific to SBUA performance, intervention progress, and state assessments.
Person responsible for monitoring outcome:	Michelle Carralero (michelle.carralero@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The school leadership team will support and monitor coaching implementation and professional development of standards-based instruction and teaching best practices.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	With coaching cycles implemented, teachers will receive immediate feedback and have opportunities to observe modeling and make adjustments to their teaching strategies based on student data.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Leadership will conduct classroom walkthroughs to determine trends and gain initial data on consistency of standards based instruction
2. Team will meet to tier teachers and determine needs for coaching cycle.
3. Coaches will conduct a coaching cycle and professional development will be provided in areas of focus.
4. Leadership/coaches will conduct a walkthrough during and post-coaching cycle to determine if teacher

practice has been impacted.

4. Student data will be reviewed and adjustments will be made based on progress.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	On the most recent Florida Standards Assessment, data indicated that only 33% of students in grades 3-5 were proficient in ELA, 30% in Math, and 27% in Science. By grade level, 34% of students were proficient in ELA and 33% in Math in 3rd grade. In 4th grade, 29% were proficient in ELA and 32% were proficient in Math. In 5th grade, 33% of students were proficient in ELA and 22% of students were proficient in Math. Based on I-Ready data, in Kindergarten through second grade, 36% of students were working one year below grade level and 10% of students are working two years below grade level in ELA. On I-Ready ELA, 46% of students in Kindergarten through second grade are working below grade level specifically in the phonics area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on the support from the coaches, support staff and professional development provided we anticipate growth in all three academic areas in grades 3-5. We expect to see ELA achievement increase from 33% to 43%, math achievement from 30% to 40%, and science achievement from 27% to 37%, based on the 2023 F.A.S.T. Assessment. In Kindergarten through second grade, proficiency will increase from 54% to 64% in ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor progress based on Classroom Walkthrough trend data, Standards Based Unit Assessments, and intervention placements and progress with SIPPs and Symphony Math.
Person responsible for monitoring outcome:	Michelle Carralero (michelle.carralero@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The leadership team will support and monitor teacher implementation based on classroom walkthrough feedback and disaggregate student data to make informed decisions and adjustments .

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	With specific feedback provided to teachers in regards to standards-based instruction, teachers will be able to adjust instruction and make informed decisions to target their students' needs.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-The Leadership team will conduct classroom walkthroughs and give individual feedback to teachers in regards to standards-based instruction.
-Professional Development will be offered by coaches and district support to teachers regarding the B.E.S.T. Standards every quarter.
-The leadership team and teachers will collaborate to develop small group rotational models for ELA and Math based on student data.
-Leadership team and teachers will plan collaboratively to ensure understanding and implementation of the B.E.S.T. standards for ELA and Math.
-SBUA data will be reviewed and adjustments will be made to small group and whole group planning based on the CWT trends.

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

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 FSA data, ESSA Subgroup Data indicated four areas of improvement - Students With Disabilities, Economically Disadvantaged Students, Black Students, and English Language Learners - all performed below 41%. This data shows that an increased focus on students in these subgroups needs to be made by ensuring teachers have specific strategies, and resources are needed in order to support the learning and development of these students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	FSA ESSA Subgroup data showed students in the subgroup of Black/African American students performed at 36%. Our ELL students performed at 40%, our Economically Disadvantaged students performed at 37%, and our Students with Disabilities performed at 27%. We expect to see a 15 percent increase in our Students with Disabilities subgroup and a 10 percent increase in all other subgroup areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership team and teachers will participate in ongoing data analysis in order to ensure students receive remediation and or enrichment based on individual performance.
Person responsible for monitoring outcome:	Michelle Carralero (michelle.carralero@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The school leadership team will support and monitor teacher implementation of small group, differentiated instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	With additional instructional staff to support small group learning, students will be provided the opportunity to engage in targeted small group instruction based on individual needs. Interventions will also be consistently provided during the intervention block using SIPPs and Symphony Math.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-Professional development will be offered from coaches and district support on implementation of ESE strategies during instruction to ESE teachers as well as classroom teachers.
-Professional development will be offered from coaches and district support on implementation of

accommodations and monitoring of accommodations in the classroom and on assessments.
The leadership team will collaborate to develop a small group rotational model framework for both ELA and Math.
-The leadership team will conduct classroom walkthroughs to monitor the effectiveness of small group and provide actionable feedback.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on I-Ready Data, 14% of our Kindergarten students finished the 2021-22 school year working one year below grade level. In First grade, 64% of our students fell below grade level. In 2nd grade, 58% of our students fell below grade level. The biggest needs of focus being in phonics and vocabulary which directly impacts comprehension.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

By grade level, 34% of third grade students were proficient in ELA; 29% of 4th grade students were proficient; and 33% of 5th grade students were proficient in ELA. Overall learning gains in 4th and 5th grades were 54%.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

On the most recent I-Ready ELA diagnostic, data showed that 46% of students in Kindergarten through second grade are working below grade level specifically in the area of phonics. The 2022-23 FAST assessment will show an increase of at least 10% points for each grade level.

Grades 3-5: Measureable Outcome(s)

On the most recent Florida Standards Assessment, data indicated that only 33% of students in grades 3-5 were proficient in ELA 30%. The 2022-23 FAST assessment will show an increase of at least 10% for each grade level.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

-Weekly Reading Classroom Walkthroughs
-Monthly data meetings including the MTSS team and Learning Community team to review progress monitoring assessments and district standards-based unit assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Carralero, Michelle, michelle.carralero@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

-Evidence Based Strategy:
Develop awareness of the segments of sounds in speech and how they link to the letters and teach students to decode words, analyze word parts, and write and recognize words.
The rationale for the strategy selection is because it has a strong level of evidence, as noted in the IES Guide for Foundational skills to Support Reading for Understanding.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The strategies were selected because the evidence-based program and practices address the identified need and shows a proven record of effectiveness for the target population based on the IES Guide for Foundational Skills to Support Reading for Understanding.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
-Common Planning twice a week -Classroom walkthroughs with feedback and adjustments made during common planning -Standards Based Unit Assessment Data and foundational assessment data used to plan small group instruction and differentiation opportunities	Nichols, Katrina, katrina.nichols@ocps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.