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Millennia Elementary

5301 CYPRESS CREEK DR, Orlando, FL 32811

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

Demographics

Principal: Dyan IR A Pena

Start Date for this Principal: 7/30/2019

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: C (53%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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Millennia Elementary

5301 CYPRESS CREEK DR, Orlando, FL 32811

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

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	No	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

School Board Approval

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SIP Authority

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<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

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
Pena, Dyanira	Principal	The principal's role is to provide strategic direction in the school system to ensure the mission and vision of OCPS are enacted daily. The principal serves as the instructional leader and is the primary source of Professional Development. The principal also monitors the distribution of leadership roles and addresses the needs of the students, parents, and local stakeholders.
Gomes, Christopher	Assistant Principal	The Assistant Principal serves as an instructional leader, oversees facility management, and maintains behavioral expectations.
Lyon, Christine	Instructional Coach	The role of the coach is to build teacher capacity and their understanding of instructional practices. The instructional coach facilitates Professional Learning Community (PLC) meetings and assists teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students. They also informally observe (non-evaluatively) lessons and provide feedback for a teacher's professional growth and students' success, in addition to modeling lessons. The instructional coach also serves as the assessment coordinator.
Ullrich, Monica	ELL Compliance Specialist	The Curriculum Compliance Teacher (CCT) facilitates and monitors services for English Language Learners (ELLs) and organizes the Multicultural Parent Leadership Council (MPLC) meetings. The CCT also assists teachers in implementing instructional strategies and monitors the effectiveness of those strategies.
Wax, Dana	Behavior Specialist	The Behavior Specialist determines functional behavior capabilities of students in the classroom and at home to design behavioral interventions. The Behavior Specialist coordinates between teachers, parents and students to develop behavior interventions and resolve issues. The Behavior Specialist also assists students to determine inappropriate behavior and develop appropriate actions for good interpersonal skills, in addition to overseeing the PBS system.

Demographic Information

Principal start date

Tuesday 7/30/2019, Dyan IR A Pena

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.*

7

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

800

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

11

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

7

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	32	134	97	154	108	134	0	0	0	0	0	0	0	659
Attendance below 90 percent	13	28	36	52	18	44	0	0	0	0	0	0	0	191
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	30	57	0	0	0	0	0	0	0	110
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	34	62	0	0	0	0	0	0	0	114
Number of students with a substantial reading deficiency	0	10	24	41	48	59	0	0	0	0	0	0	0	182

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	0	0	19	27	54	0	0	0	0	0	0	0	100

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	0	2	0	20	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 8/5/2022

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	32	93	146	131	138	145	0	0	0	0	0	0	0	685
Attendance below 90 percent	12	35	55	46	35	41	0	0	0	0	0	0	0	224
One or more suspensions	0	1	2	1	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	2	6	8	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	8	6	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	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	0	1	2	8	14	0	0	0	0	0	0	0	25

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	93	146	131	138	145	0	0	0	0	0	0	0	685
Attendance below 90 percent	12	35	55	46	35	41	0	0	0	0	0	0	0	224
One or more suspensions	0	1	2	1	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	2	6	8	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	8	6	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	5	20	29	36	67	0	0	0	0	0	0	0	157

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	0	1	2	8	14	0	0	0	0	0	0	0	25

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	1	0	0	0	0	0	0	0	0	0	1
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	56%	56%				45%	57%	57%
ELA Learning Gains	59%						56%	58%	58%
ELA Lowest 25th Percentile	42%						65%	52%	53%
Math Achievement	37%	46%	50%				52%	63%	63%
Math Learning Gains	50%						56%	61%	62%
Math Lowest 25th Percentile	56%						51%	48%	51%
Science Achievement	31%	61%	59%				46%	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	32%	55%	-23%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	44%	57%	-13%	58%	-14%
Cohort Comparison		-32%				
05	2022					
	2019	30%	54%	-24%	56%	-26%
Cohort Comparison		-44%				

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	43%	62%	-19%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	44%	63%	-19%	64%	-20%
Cohort Comparison		-43%				
05	2022					
	2019	40%	57%	-17%	60%	-20%
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	9	27	36	6	39	43	23				
ELL	40	57	39	39	55	61	30				
ASN	93			80							
BLK	34	53		27	38	44	22				
HSP	41	59	42	37	52	59	28				
WHT	66	63		44	65		50				
FRL	41	59	26	30	43	43	34				
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	9	35		12	15	15	7				
ELL	39	53	68	36	29	30	16				
ASN	50			29							
BLK	36	39		20	18		14				
HSP	40	54	64	37	26	30	20				
WHT	53	25		55	33		31				
FRL	34	41		25	22	29	19				
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	27	54	60	19	44	54	13				
ELL	41	60	65	53	58	56	49				
ASN	78	75		78	67						
BLK	45	55	75	47	52	31	39				
HSP	39	56	65	49	56	60	51				
WHT	56	55		69	55						
FRL	44	52	61	49	53	51	42				

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)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
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	49
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	
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	58
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

In the 2021-22 school year, Millennia Elementary showed the lowest performance in our Math Achievement. Millennia regressed overall for proficiency and learning gains. Fourth-grade students demonstrated the highest deficiencies in reading and math. Also, five of the six ESSA subgroups regressed in Math Achievement.

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

Our FSA data demonstrated the greatest need for improvement in math. Based on Math FSA data, we obtained a 37% in proficiency, 50% in learning gains, and 56% in learning gains for our lowest quartile. In ELA, we obtained a 43% in proficiency, 59% in learning gains, and 42% in learning gains for our lowest quartile.

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

Students are lacking foundational skills in both ELA and Math. Many of our students have difficulty reading fluently which hinders their ability to read, comprehend grade-level texts, and complete current grade-level math concepts. They also continue to have deficiencies in Geometry, Algebra, vocabulary, informational text, and phonics.

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

Based on the FSA and i-Ready data, we made the most improvement in ELA and Math with our learning gains. In ELA, we obtained a 59% in learning gains, a 13% improvement from the previous school year.

In Math, 50% of students earned a learning gain, a 26% increase from the previous school year.

In the lowest quartile, 56% of students earned a learning gain, which was a 27% increase from the previous school year.

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

In math, we focused on incorporating close reading strategies, thinking maps, and math centers to make concepts comprehensible and provide targeted instruction. Teachers were also encouraged to utilize manipulatives and emulate the flipped classroom approach to reduce teacher talk and involve students in interactive activities. Students also utilized Reflex math to improve their basic math skills while participating in a friendly competition among their peers.

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

Our focus will be acceleration and differentiation with the integration of literacy strategies. As a school, we are focusing on planning and implementing LCL (Life-Changing Lessons) to engage students in authentic real-world experiences. Students will be provided with equitable differentiated instruction through guided group lessons and centers. Teachers will strategically incorporate acceleration strategies, thinking maps, and academic vocabulary in their lesson plans.

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.

Teachers will be provided with Professional Development regarding scaffolding, use data to drive instruction, and create Life-Changing lessons. Teachers will also participate in ROTATE: Reflect Observe Talk Action Teach Evaluate, where they will observe their peers modeling effective teaching strategies and implement those practices in their classrooms.

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

Our subgroups and lowest quartile will receive individualized targeted support from their homeroom teachers and the leadership team. Teachers will differentiate instruction for these students in small group and whole group.

Our ELL students will be presented with simplified assignments and assessments as needed. They will also be provided with cognates, visual examples, and Acceleration to allow them to preview new content. ESE students will receive services from our ESE teachers.

Student learning growth will be established by analyzing i-Ready data, FAST Assessment Data, Cumulative Tasks, SIPPS, and Symphony Math data. Our PLCs will focus on having impactful academic discussions that focus on planning life-changing lessons that incorporate acceleration and differentiation with the integration of literacy strategies. During our PLCs we will also focus on integrating CASEL competencies into our daily lessons.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Math

**Area of Focus
Description
and
Rationale:
Include a
rationale that
explains how
it was
identified as a
critical need
from the data
reviewed.**

Research and current school data indicate that as teachers acquire knowledge and understanding of differentiation and provide students with targeted individualized instruction, students will obtain a better understanding of standards-based math concepts. Students will gain a deeper understanding of math foundational skills to demonstrate proficiency in all strands of Mathematics. During the 2021-2022 school year, 17% of students were in Tier 3, 42% of students were in Tier 2, and 41% of students were in Tier 1 in Math.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans
to achieve.
This should
be a data
based,
objective
outcome.**

By June 2023, 50% of students at Millennia Elementary will demonstrate proficiency in the area of Math. We will also increase our overall learning gains and learning gains for our lowest quartile by 20 points.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

The area of focus will be monitoring with daily walkthroughs, a student data analysis after each common assessment, and PLCs.

**Person
responsible
for
monitoring
outcome:**

Christine Lyon (christine.lyon@ocps.net)

**Evidence-
based
Strategy:
Describe the
evidence-
based
strategy
being
implemented
for this Area
of Focus.**

Cycle of Professional Learning related to academic discourse and a focus on conceptual understanding with opportunities to develop fluency with problem solving and computation will help students excel in mathematics.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

In the 2021-2022 school year, math achievement and learning gains at Millennia Elementary School increased. Based on FSA data, we obtained a 37% in proficiency, 50% in learning gains, and 56% in learning gains for our lowest quartile; in comparison with the 2019 school year where we obtained 52% in proficiency, 56% in learning gains, and 51% in learning gains for our lowest quartile. Improvement is needed in learning gains and overall student achievement. As a school, we will continue to work on incorporating the use of manipulatives in daily lessons, provide students with equitable instruction while building foundational skills and provide targeted differentiated instruction in guided groups.

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.

- Teachers will participate in ROTATE: Reflect Observe Talk Action Teach Evaluate.
- 2. Teachers will meet every quarter for data meetings and monitor standards mastery with the use of data charts.
- 3. During PLC meetings, teacher learning teams, including special education instructors, will analyze data gathered during our daily walkthroughs to create tools and activities that support math instruction in Kindergarten through Fifth Grade.
- 4. Teachers will work in PLC teams to continue the implementation of math curriculum.
- 5. Teachers will use pacing calendars with assessment timelines to align lesson planning and assessment schedules.
- 6. Teachers will differentiate instruction for these students into small groups and the whole group.
- 7. Math Bootcamp for our students during Specials.
- 8. Parent Informational Sessions (Supporting parents with student support)
- 9. Math Triathlon
- 10. MAO Acceleration Tutoring

Person Responsible Christine Lyon (christine.lyon@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Research and current school data indicate that when teachers provide students with engaging standards-based lessons and support them to gain an understanding of literacy strategies and social and emotional learning strategies, students benefit by obtaining a deeper understanding of complex texts. In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of all students.

Include a rationale that explains how it was identified as a critical need from the data reviewed. On the most recent Florida Standards Assessment (FSA), data indicated that 57% of students scored below a level 3 in English Language Arts (ELA).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 2022 ELA FAST Assessment will show an increase of at least 20% percentage points from 40% to 60%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored daily through the following:
 Walkthroughs
 i-Ready Lessons
 Symphony Math
 SIPPS Mastery Assessments
 Classroom Walkthroughs
 District Standards-Based Unit Assessments
 District K-2 Foundational Unit Assessments

Person responsible for monitoring outcome:

Christine Lyon (christine.lyon@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students will develop awareness of the segments of sounds in speech and how they link to the letters. This instructional practice has a strong level of evidence. Teach students to decode words, analyze word parts, and write and recognize words. This instructional practice has a strong level of evidence. Ensure that each student reads standards/benchmark texts every day to support reading accuracy, fluency, and comprehension. This instructional practice has a moderate level of evidence.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/

In the 2021-22 school year, ELA Achievement at Millennia Elementary improved while learning gains for our lowest quartile declined. In ELA, we obtained a 43% in proficiency, 59% in learning gains, and 42% in learning gains for our lowest quartile; in comparison with the 2020-2021 FSA data where we obtained a 40% in proficiency, 46% in learning gains, and 63% in learning gains for our lowest quartile.

Overall, we made gains; however, improvement is still needed in learning gains for our lowest quartile and overall student achievement. As a school, we will continue to

criteria used for selecting this strategy.

work on implementing effective monitoring strategies and have an intense focus on guided group instruction to address the needs of our students.

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. Teachers will meet every semester for data meetings and monitor standard mastery with the use of data charts.
2. Teachers will implement literacy and social and emotional learning strategies and have students write with evidence in response to complex text across all content areas.
3. Teachers will implement strategies to increase academic discourse within the classroom.
4. MTSS Problem Solving Teams meet regularly to ensure students are appropriately identified and matched to appropriate interventions and intensity.
5. We will focus on specific High Yield Strategies (Questions, cues, and advance organizers/ Cooperative Learning/ Homework and practice.
6. Effective implementation of ESE accommodations and ESOL strategies to maximize learning for our students. (Review WIDA scores/WIDA Indicator)
7. Teaching foundational skills and the current standards/benchmarks in guided groups in all grade levels
8. Differentiated Structured Centers
9. Tutoring on Tuesday and Thursday
10. Targeted Tier 1 and Tier 2 Interventions.
11. MAO Acceleration Tutoring

Person Responsible

Dyanira Pena (dyanira.pena@ocps.net)

#3. ESSA Subgroup specifically relating to Hispanic

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of all students. In 2021-2022, 41% of our Hispanic subgroup was on grade level in ELA, while 37% of the Hispanic subgroup was on grade level in Math. In comparison, 57% of Hispanic students were on grade level in ELA in 2018, and 62% were on grade level in Math in 2018.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, proficiency among Hispanic students will increase from 41% to 51% in ELA. In math, our Hispanic subgroup proficiency will increase from 37% to 47%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored with daily walkthroughs, a student data analysis after each common assessment, and PLCs.

Person

responsible for monitoring outcome:

Monica Ullrich (monica.ullrich@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

CCT will effectively lead teachers to collaborate (e.g., sharing ideas, active listening, questioning, planning, problem-solving, negotiating) to develop and adjust instructional plans based on student data. Teachers will discuss best practices, share resources that maximize student learning, and focus on intentionally engaging students in vocabulary experiences.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategies were selected based on teacher observations, home surveys, and student data. We reviewed teacher evaluations and the trends in our weekly trend walk to determine the teachers' needs. Professional Development is being offered based on the deficiencies being observed in the classroom. Parents have also voiced their need for additional support and resources on how to assist their children at home.

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. During PLCs, coaches will assist with deconstructing standards, locating resources, aligning activities, and creating assessments.
2. Teachers will obtain feedback during walkthroughs.
3. Teachers will monitor standards mastery with the use of student data charts.
4. Leadership team will meet quarterly with teachers to analyze individual student data and discuss the successes and deficiencies of our Hispanic population.
5. Students will participate in ongoing progress monitoring to demonstrate mastery of standards/skills.
6. CCT will provide teachers with examples of simplified, modified assignments, and alternative assessments.
7. Teachers will strategically incorporate acceleration strategies, thinking maps, and academic vocabulary within lesson plans.
8. Parents will participate in Literacy Night where they will be provided with resources to support their children at home. Non-English speaking parents will receive resources in their native language.
9. Acceleration will be provided at tutoring sessions.
10. Interventionists and Paraprofessionals will support students in their native language.

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

#4. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Research and current school data indicate that as teachers acquire knowledge and understanding of implementing social and emotional learning strategies, students will benefit by enhancing their capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The Area of Focus will be monitored through monthly surveys to the families and staff to obtain feedback on school practices. We will also obtain feedback from our stakeholders at SAC meetings and during PTO meetings.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The school will continue to implement and revise the current Positive Behavior Supports (PBS) plan as necessary. Teachers will share instructional strategies for building (SEL) skills in the classroom (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). They will also deliver explicit lessons that teach social and emotional skills, in addition to finding opportunities for students to reinforce their use throughout the day. Teachers will be provided with Professional Development to guide them on how to utilize these strategies in the classroom while incorporating the Second Steps curriculum. The Guidance Counselor will also teach mini-lessons and provide opportunities for students to practice and hone those skills, as well as apply them in various situations. We will also send monthly surveys to the families and staff to obtain feedback on school practices.

Person responsible for monitoring outcome:

Dyanira Pena (dyanira.pena@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy

The school will continue to implement and revise the current Positive Behavior Supports (PBS) plan as necessary. Teachers will share instructional strategies for building (SEL) skills in the classroom (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision making). They will also deliver explicit lessons that teach social and emotional skills, in addition to finding opportunities for students to reinforce their use throughout the day. Teachers will be provided with Professional Development to guide them on how to utilize these strategies in the classroom while

being implemented for this Area of Focus. incorporating the Sanford Harmony curriculum. The Guidance Counselor will also teach mini-lessons and provide opportunities for students to practice and hone those skills, as well as apply them in various situations. We will also send monthly surveys to the families and staff to obtain feedback on school practices.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Millennia Elementary School consists of a multicultural population with students from diverse social and economic backgrounds. Focusing on promoting social and emotional development for our students will allow them to gain more positive attitudes toward oneself and others, as well as learn skills including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose. It will also reduce conduct problems, and risk-taking behavior and decrease emotional distress. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011).

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. Continue to implement our school-wide PBS system.
2. Provide teachers with Professional Development on incorporating the Second Steps curriculum into their lessons.
3. Schedule parent workshops to educate and involve them in the teaching and learning process.
4. Provide families with resources to support their children at home in their native language.
5. Implement mentoring program for students needing additional support and guidance.
6. Involve local stakeholders to support classroom and school efforts by providing students with additional opportunities to refine and apply various SEL skills.
7. Offering after-school activities that provide opportunities for students to connect with supportive adults and peers.
8. Host assemblies to review CASEL Competencies.
9. Hosting Nightly Events to involve our families.

Person Responsible Dyanira Pena (dyanira.pena@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

Research and current school data indicate that when teachers provide students with engaging standards-based lessons and support them to gain an understanding of literacy strategies and social and emotional learning strategies, students benefit by obtaining a deeper understanding of complex texts. Students in Kindergarten through second grade also need to master foundational skills to be successful in the intermediate grades. In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of all students.

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

Research and current school data indicate that when teachers provide students with engaging standards-based lessons and support them to gain an understanding of literacy strategies and social and emotional learning strategies, students benefit by obtaining a deeper understanding of complex texts. In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of all students.

On the most recent Florida Standards Assessment (FSA), data indicated that 57% of students scored below a level 3 in English Language Arts (ELA).

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)

We will monitor student progress through the use of the FAST Assessment, i-Ready data, and Common Assessments. Our goal is to have 50% of our Kindergarten through second grade students in Tier 1 based on the i-Ready Assessment and within the proficiency range on the Star Assessment.

Grades 3-5: Measureable Outcome(s)

We will monitor student progress through the use of the FAST Assessment, i-Ready data, and Common Assessments. Our goal is to have 50% of our third through fifth grade students in Tier 1 based on the i-Ready Assessment and Level 3 on the FAST Assessment.

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.

The Principal and the leadership team will monitor student progress as follows:

- Data Analysis after each Cumulative Task
- Tracking Cumulative Task data on the SBUA Data Charts
- Monitoring FAST and IReady Data after each testing administration
- Data chats every semester
- Teachers will track individual student data on their class data charts

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Pena, Dyanira, dyanira.pena@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?

The evidence-based practices/programs being implemented to achieve measurable outcomes in each grade are the following:

- CRMS
- Wonders Curriculum
- Symphony Math
- Intense focus on standard/benchmark aligned center activities and guided groups
- iReady
- FAST Assessment

The implementation of these practices will be monitored through classroom walkthroughs, data analysis for cumulative tasks, individual student data chats, and after each assessment administration.

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 resources being utilized are district-approved resources that align and support the B.E.S.T Standards/Benchmarks,

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
<ol style="list-style-type: none"> 1. Teachers will meet every semester for data meetings and monitor standard mastery with the use of data charts. 2. Teachers will implement literacy and social and emotional learning strategies and have students write with evidence in response to complex text across all content areas. 3. Teachers will implement strategies to increase academic discourse within the classroom. 4. MTSS Problem Solving Teams meet regularly to ensure students are appropriately identified and matched to appropriate interventions and intensity. 5. We will focus on specific High Yield Strategies (Questions, cues, and advance organizers/ Cooperative Learning/ Homework and practice. 6. Effective implementation of ESE accommodations and ESOL strategies to maximize learning for our students. (Review WIDA scores and WIDA Indicator) 7. Teaching foundational skills and the current standards/benchmarks in guided groups in all grade levels 8. Differentiated Structured Centers 9. Tutoring Tuesdays and Thursdays 10. Targeted Tier 1 and Tier 2 Interventions. 	<p>Pena, Dyanira, dyanira.pena@ocps.net</p>

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.

As the diversity in our school continues to broaden, we focus on building a culturally diverse school with the inclusion of students' languages, cultures, and daily experiences in the academic and social context of school. We also enhance our current practices using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for students. This helps strengthen student connectedness with schools and enhance learning.

We also promote positive interpersonal relationships with parents and stakeholders by scheduling parent workshops to involve them in the teaching and learning process. In addition to the workshops, we provide our families with resources to support their children at home in their native language. Millennia also hosts nightly events that embrace the different cultures at our school and increase parent engagement.

In order to support our students and staff, our PBS committee continuously monitors and revises the current PBS plan as necessary. Teachers will share instructional strategies for culturally responsive classrooms (e.g. cooperative learning, visual imagery, graphic representations). Teachers will also be provided with Professional Development to guide them on how to utilize these strategies in the classroom.

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

Our Guidance Counselor, ESOL Compliance Specialist, and Staffing Specialist schedule informational sessions for our families and plan nightly events to make them an integral part of the teaching and learning process for student academic success.

The Principal and Assistant Principal communicate consistently with the school community via Class Dojo, Connect Orange Messages, Instagram, and monthly newsletters.