

Orange County Public Schools

Millennia Gardens Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Millennia Gardens Elementary

3515 GARDENS RIDGE WAY, Orlando, FL 32839

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Carralero, Michelle	Principal	<ul style="list-style-type: none"> - Facilitate conversations about school data and where growth can continue to occur - Observe classrooms and provide feedback with a plan for growth - Monitor data points for grade levels assigned - Perform trend walks to see that what is planned is being carried out across the grade levels - Provide professional development in areas that are crucial for academic excellence - Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math, and science
Nichols, Katrina	Assistant Principal	<ul style="list-style-type: none"> - Facilitate conversations about school data and where growth can continue to occur - Observe classrooms and provide feedback with a plan for growth - Monitor data points for grade levels assigned - Perform trend walks to see that what is planned is being carried out across the grade levels - Provide professional development in areas that are crucial for academic excellence - Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math, and science
Coates, Danielle	Instructional Coach	<ul style="list-style-type: none"> - Facilitate conversations about school data and where growth can continue to occur in grades 3-5 - Observe classrooms and provide feedback with a plan for growth - Monitor data points for grade levels assigned - Perform trend walks to see that what is planned is being carried out across the grade levels - Provide professional development in areas that are crucial for academic excellence - Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math, and science
Ortiz, Brenda	ELL Compliance Specialist	<ul style="list-style-type: none"> - Oversees the ESOL Program and monitors compliance - Facilitate conversations about school data and where growth can continue to occur - Observe classrooms and provide feedback with a plan for growth - Monitor data points for grade levels assigned - Perform trend walks to see that what is planned is being carried out across the grade levels - Provide professional development in areas that are crucial for academic excellence - Attend Collaborative Curriculum sessions to guide conversations on reading, writing, math, and science

Name	Position Title	Job Duties and Responsibilities
Moultry, Danielle		The MTSS coach will provide ongoing professional development, coaching support, and resources to teachers as it relates to the MTSS process and all school-wide interventions.
Martin Hymes, Marquilia	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.
Lopez, Myrna	School Counselor	The Guidance Counselor will provide ongoing professional development and resources to teachers as it relates to student resiliency learning. She will work with small groups of students throughout the week to target their needs.
Fagersten, Andrew	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.
Quinlan, Kim	Instructional Coach	The K-2 instructional coach will provide ongoing professional development, coaching support, and resources to teachers through the coaching cycle as it pertains to ELA and Math.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We invite parents to attend our SAC meetings via connect orange messages, flyers, the Marquee, and our parent nights. We provide them with opportunities to provide input via surveys posted on our school websites. All stakeholders are invited to our monthly meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored for effective implementation and impact on increasing student achievement through monthly staff meetings to review data and make educational adjustments inside the classroom and through instructional coaching. The school revises the plan bi-monthly through data review, district, and state guidance, and applicable timelines.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	20	51	48	42	38	35	0	0	0	234
One or more suspensions	0	1	1	12	9	9	0	0	0	32
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	50	52	0	0	0	105
Level 1 on statewide Math assessment	0	0	0	3	45	60	0	0	0	108
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	30	37	48	50	0	0	0	0	165

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	7	0	0	0	0	10

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	7	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	53	57	46	42	52	0	0	0	270
One or more suspensions	0	3	2	2	1	7	0	0	0	15
Course failure in ELA	0	0	0	16	4	5	0	0	0	25
Course failure in Math	0	0	0	2	2	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	1	47	66	0	0	0	114
Level 1 on statewide Math assessment	0	0	0	1	64	70	0	0	0	135
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	38	59	35	82	0	0	0	234

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	1	58	62	0	0	0	123

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	10	0	1	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	53	57	46	42	52	0	0	0	270
One or more suspensions	0	3	2	2	1	7	0	0	0	15
Course failure in ELA	0	0	0	16	4	5	0	0	0	25
Course failure in Math	0	0	0	2	2	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	1	47	66	0	0	0	114
Level 1 on statewide Math assessment	0	0	0	1	64	70	0	0	0	135
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	38	59	35	82	0	0	0	234

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	1	58	62	0	0	0	123

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	10	0	1	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	57	53	33	56	56	30		
ELA Learning Gains				54			39		
ELA Lowest 25th Percentile				43			46		
Math Achievement*	37	60	59	30	46	50	22		
Math Learning Gains				48			20		
Math Lowest 25th Percentile				38			22		
Science Achievement*	39	63	54	27	61	59	33		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	67	59	59	57			62		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	4
ELL	43			
AMI				
ASN				
BLK	39	Yes	2	
HSP	45			
MUL				
PAC				
WHT	80			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	40	Yes	1	
AMI				
ASN				
BLK	36	Yes	1	
HSP	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	55			
FRL	37	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			37			39					67
SWD	3			25							4	38
ELL	38			38			34				5	67
AMI												
ASN												
BLK	35			28			35				5	69
HSP	40			41			39				5	64
MUL												
PAC												
WHT	81			69							3	90
FRL	36			34			31				5	66

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	33	54	43	30	48	38	27					57
SWD	7	46	44	5	31	33	6					44
ELL	24	55	51	31	52	34	19					57
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	28	48	38	23	41	34	23					56
HSP	35	57	41	36	53	39	31					57
MUL												
PAC												
WHT	52	80		33	55							
FRL	28	49	35	25	44	41	26					51

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	39	46	22	20	22	33					62
SWD	6			6								38
ELL	21	33	50	21	28	31	20					62
AMI												
ASN												
BLK	24	32		14	11	18	26					45
HSP	34	42	50	27	27	27	36					64
MUL												
PAC												
WHT	44			31								70
FRL	25	35	38	21	13	11	29					58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	54%	-15%	54%	-15%
04	2023 - Spring	37%	60%	-23%	58%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	31%	52%	-21%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	59%	-23%	59%	-23%
04	2023 - Spring	32%	62%	-30%	61%	-29%
05	2023 - Spring	36%	55%	-19%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	59%	-25%	51%	-17%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on preliminary PM3 ELA and Math Florida Assessment of Student Thinking (FAST) data, 43% of our students in grades 3-5 demonstrated proficiency in ELA, 40% in Math, and 39% in Science (as evidenced by the State Science Assessment). All of the academic information presented above shows a continued need for coaching provided to our instructional staff to include pedagogy and content knowledge. 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%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Comparisons of the 2021-22 FSA and 2022-23 preliminary FAST data demonstrated increases in all areas however we will continue to focus on ELA and Math proficiency specifically related to our subgroups.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

State proficiency indicates that we are performing 7% lower in proficiency in ELA, 16% lower in Math, and 20% lower in Science. Therefore, Science had the greatest gap when compared to the state average. This may be attributed to how the teacher monitored for understanding during instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Our 5th grade Science State Assessment data shows the most improvement with a 12% increase in proficiency. This year we incorporated a science lab rotation and provided additional learning sessions for students which resulted in our proficiency increase. We additionally provided incentives quarterly for students who met proficiency for each of the district-provided Progress Monitoring Activity (PMA) sessions in science.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Potential areas of concern include the number of level 1s in 4th and 5th grade for the upcoming school year as well as the number of students with 10% or more absences.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Coaching to ensure instruction is aligned to standards
- Coaching to ensure that engagement and monitoring of students focuses on their understanding
- Focus on increasing student attendance
- Focus on ESSER subgroups

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 which all performed below 41%. This data indicated an increased need to focus on students in these subgroups through ensuring teachers have specific strategies and resources to support the learning and development of all 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 of SBUAs and FAST 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school leadership team will support and monitor teacher implementation of small group, differentiated instruction in reading and math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 SuccessMaker

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 in the implementation of ESE strategies during instruction to ESE teachers as well as classroom teachers. (once per quin)
- Professional development will be offered once per semester by coaches and district support in the 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 monthly classroom walkthroughs to monitor the effectiveness of small group instruction and provide actionable feedback.

-Implementation of different mentoring programs with goal setting and tracking progress will be provided to students from various teachers on a monthly basis

-Curriculum Nights will be offered to parents where teachers provide parents with support and strategies to support students at home on a monthly basis.

-Data will be strategically monitored to ensure progress in subgroup proficiency

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

By When: May 2024

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on preliminary PM3 ELA and Math Florida Assessment of Student Thinking (FAST) data, 43% of our students in grades 3-5 demonstrated proficiency in ELA, 40% in Math, and 39% in Science. All of the academic information presented above shows a continued need for coaching provided to our instructional staff to include pedagogy and content knowledge.

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 on the ELA and Math 2024 FAST Assessment to increase by 10% from 43% to 53% in ELA and 40% to 50% in Math. We expect student proficiency levels on the Statewide Science Assessment to increase by 10% from 39% to 49%.

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. Implementation of coaching cycles will also be monitored through the collection of instructional trends as it relates to the specific focused areas of targeted coaching and professional development.

Person responsible for monitoring outcome:

Michelle Carralero (michelle.carralero@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school leadership team will support and monitor instructional coaching and mentorship implementation and professional development of standards-based instruction and teaching best practices. Evidence-based teaching practices include but are not limited to, scaffolding, guided practice, engagement, and targeted coaching cycles will focus on providing feedback in high yield strategies to increase collective teacher efficacy, with the highest ranking effects sizes evidenced by Hattie's Visible Learning meta-analysis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- Leadership will conduct weekly classroom walkthroughs to determine trends and gain initial data on the consistency of standards-based instruction
- Team will meet to tier teachers and determine the needs for the coaching cycle on a monthly basis.
- Coaches will conduct a coaching cycle on a monthly basis and professional development will be provided in areas of focus monthly.
- Leadership/coaches will conduct a walkthrough post-coaching cycle to determine if teacher practice has been impacted.
- Student data will be reviewed and adjustments will be made based on progress on a monthly basis.

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

By When: Continuous throughout the year

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On the most recent FAST, data indicated that 43% of students in grades 3-5 were proficient in ELA, 40% in Math, and 39% in Science. Based on FAST, in Kindergarten through second grade, 50% of students are working below grade level in ELA. On Fast Math, 60% of students in Kindergarten through second grade are working below grade level.

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 program assistants, and opportunities for common planning alongside coaches and program specialists, we anticipate growth in student proficiency levels on the ELA and Math 2024 FAST Assessment to increase by 10% from 43% to 53% in ELA and 40% to 50% in Math. We expect student proficiency levels on the Statewide Science Assessment to increase by 10% from 39% to 49%.

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, EXACT Path, SuccessMaker, intervention placements, and progress with FAST Assessments.

Person responsible for monitoring outcome:

Michelle Carralero (michelle.carralero@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The leadership team will support and monitor teacher implementation based on classroom walkthrough feedback and disaggregate student data to make informed decisions and adjustments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With specific feedback provided to teachers in regards to standards-based instruction as well as planning along coaches and district support staff, teachers will be able to adjust instruction and make informed decisions to target their students' needs using SIPPS for foundational reading support and targeted math intervention through small group instruction focusing on conceptual understanding (including Number Worlds, SuccessMaker).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 weekly classroom walkthroughs and give individual feedback to teachers regarding 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.
- Teachers and additional support staff will work directly with students to provide targeted small-group instruction.
- Leadership team and teachers will plan collaboratively to ensure understanding and implementation of the B.E.S.T. standards for ELA and Math on a weekly basis.
- Standards-based unit assessment data will be reviewed monthly and adjustments will be made to small-group and whole-group planning based on the CWT trends.
- Additional technology needs will be provided to ensure students have access to online programs.

Person Responsible: Danielle Coates (danielle.coates@ocps.net)

By When: May 2024

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Early Warning Indicators Report, we have 46 students in grades 1st-5th who have 2 more early warning indicators that are affecting their academic progress. These areas include students working below grade level, absenteeism, and suspensions.

Measurable Outcome:

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

By monitoring early warning indicators and implementing interventions specific to absenteeism, student behavior, and targeted instructional support, we will decrease the number of students who fall into an early warning indicator from 46 students to 30 students which makes up less than 5% of our student population.

Monitoring:

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

The leadership team will monitor attendance records, and interventions, and adjust support to students based on monthly data from attendance records, discipline records, and intervention progress.

Person responsible for monitoring outcome:

Danielle Moultry (danielle.moultry@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The leadership team will support and monitor student data to make informed decisions and adjustments through the use of SIPPS and other evidence-based interventions to address the early warning indicators including PBIS based on the monitored EWIs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With specific support to students and monitoring of different areas, teachers will be able to adjust instruction and make informed decisions to target their students' needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 monitor attendance data monthly and follow attendance protocols to involve the parent.
- The leadership team will monitor suspension data monthly and follow the MTSS process to determine a plan of action for repeated offenders.
- The leadership team will implement PBIS strategies on a monthly basis to teach proactive strategies to students.

-The leadership team will monitor interventions such as SIPPs and will determine the needed adjustments to interventions for specific students and or increase interventions based on data.

Person Responsible: Danielle Moultry (danielle.moultry@ocps.net)

By When: Continuous through the year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School Advisory Committee as well as the budget committee will meet throughout the school year to discuss funding allocations and ensure that resources are being purchased and used based on student needs. This will include supplementary materials for interventions as well as professional development and extended planning opportunities to ensure instruction and student tasks are aligned to grade-level standards.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

We will focus on developing 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. Based on 2022-2023 FAST ELA Results for K-2, 42% of our Kindergarten students scored below the 40% percentile. 54% of our first-grade students scored below the 40% percentile and 61% of our second-grade students scored below the 40th percentile. This indicates a need for developing critical foundational skills in grades K-2.

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

We will focus on routinely using a set of comprehension-building practices to help students make sense of the text. Based on 2022-2023 FAST ELA Results for 3-5, 66% of our third-grade students scored below the 40% percentile. 60% of our fourth-grade students scored below the 40% percentile and

58% of our fifth-grade students scored below the 40th percentile. This indicates a need for developing both foundational skills to access text as well as building practices to increase student comprehension.

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 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 Measurable Outcomes

Based on 2022-2023 FAST ELA Results for K-2, 42% of our Kindergarten students, 54% of our first-grade students, and 61% of our second-grade students scored below the 40th percentile. The 2023-24 ELA FAST

assessment will show an increase of at least 10 percentile growth in each grade level.

Grades 3-5 Measurable Outcomes

Based on 2022-2023 FAST ELA Results for 3-5, 66% of our third-grade students, 60% of our fourth-grade students, and 58% of our fifth-grade students scored below the 40th percentile. The 2023-24 ELA FAST

assessment will show an increase of at least 10 percentile growth in each grade level.

Monitoring

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 impact student achievement outcomes.

- Weekly Reading Classroom Walkthroughs providing feedback on targeted small group instruction
- Monthly data meetings including the MTSS team and corrective programs team to review progress monitoring assessments including SIPPs and Exact Path as well as 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

Description:

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. §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?

We will focus on developing 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 that it has a strong level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding.

Rationale:

Explain the rationale for selecting 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 evidence-based 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
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-Common Planning with the assistance of our ELA coach twice a week.
 -Weekly Classroom walkthroughs with feedback and adjustments made during common planning.
 -Standards-Based Unit Assessment Data and foundational assessment data from the SIPP program used to plan small group instruction and differentiation opportunities

Carralero, Michelle,
 michelle.carralero@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

SIP, UniSIG budget, and SWP will be shared with parents at our annual Title 1 meeting as well as at our SAC meetings. Additionally, we will post direct links to this information on our school website and have this information available in the front office.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school website is <https://millenniagardens.ocps.net>. We build positive relationships with our parents, families, and community stakeholders by having monthly family events that they are invited to as well as monthly SAC and PTO meetings. We have other events such as Coffee with the Counselor and or admin each quin and ALL PRO Dads monthly meetings where we build relationships with families and share our mission.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We will continue to focus on the coaching cycle and providing professional development and extended planning for our teachers to ensure that instruction and student tasks are aligned with grade-level standards. We also will provide additional instruction time before and after school to enrich and accelerate students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

School Advisory Committee as well as the budget committee will meet throughout the school year to discuss funding allocations and ensure that resources are being purchased and used based on student needs. This will include supplementary materials for interventions as well as professional development and extended planning opportunities to ensure instruction and student tasks are aligned to grade-level standards.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We currently provide mentoring programs to all students and school counseling with parental permission. We have a counselor squad of students that meets monthly with the counselor to provide students with exercises to build character. We have incorporated the ALL Pro Dads mentoring program that invites and includes parents in teaching and modeling skills to support mental health for our students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We have our ECO club that provides students with opportunities to engage with sustainability projects outside of school hours. These activities include ecological studies that extend throughout post-secondary and high school years. Our students can also participate in music clubs to allow them to practice percussion and recorder skills in preparing students for music courses at the secondary level.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

All students are a part of the MTSS process. This includes students who may have behavioral, emotional, academic, and/or social concerns. They are provided interventions or enrichment during the school day in the ELA and Math content areas based on needs. When interventions are provided and students do not make sufficient progress, the MTSS team meets to discuss concerns, increase interventions and potentially determine if further services are needed for students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We provide professional development opportunities for educators twice a month on Wednesdays based on trends with student data and needs. We also provide guided planning opportunities twice a week during teachers' professional learning community meetings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school offers the Pre-K program to students in our communities to acclimate and prepare our rising kindergarten students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$69,840.67
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	1492 - Millennia Gardens Elementary	UniSIG	0.61	\$18,000.00
			<i>Notes: Professional Development for teachers on best strategies for ELL Students- 3 sessions X 6 hrs X 50 teachers @20.00 per hour= \$18,000.00.</i>			
	6400	210	1492 - Millennia Gardens Elementary	UniSIG		\$2,442.60
			<i>Notes: Retirement Benefits for Professional Development for teachers on best strategies for ELL Students-</i>			
	6400	220	1492 - Millennia Gardens Elementary	UniSIG		\$1,377.00
			<i>Notes: Social Security Benefits for Professional Development for teachers on best strategies for ELL Students-</i>			
	6400	240	1492 - Millennia Gardens Elementary	UniSIG		\$469.98
			<i>Notes: Workers Compensation for Professional Development for teachers on best strategies for ELL Students-</i>			
	5100	150	1492 - Millennia Gardens Elementary	UniSIG		\$3,600.00
			<i>Notes: Professional Development for paraprofessionals on best strategies for ELL Students- 3 sessions X 6 hrs X 10 paraprofessionals @20.00 per hour=\$3,600.00</i>			
	5100	210	1492 - Millennia Gardens Elementary	UniSIG		\$488.52
			<i>Notes: Retirement Benefits for Professional Development for paraprofessionals on best strategies for ELL Students</i>			
	5100	220	1492 - Millennia Gardens Elementary	UniSIG		\$275.40
			<i>Notes: Social Security Benefits Professional Development for paraprofessionals on best strategies for ELL Students</i>			
	5100	240	1492 - Millennia Gardens Elementary	UniSIG		\$93.99
			<i>Notes: Workers Compensation Professional Development for paraprofessionals on best strategies for ELL Students</i>			
	5900	120	1492 - Millennia Gardens Elementary	UniSIG	0.4	\$13,200.00
			<i>Notes: 30 Teachers to mentor students within specific subgroups. Students will work on goal setting and how to track and monitor their own progress for one hour a week for 20 weeks. 1 hour x 20 weeks x 30 teachers @ 22.00 per hour = \$13,200.00</i>			
	5900	210	1492 - Millennia Gardens Elementary	UniSIG		\$1,791.24
			<i>Notes: Retirement Benefits for 30 Teachers to mentor students within specific subgroups. Students will work on goal setting and how to track and monitor their own progress</i>			
	5900	220	1492 - Millennia Gardens Elementary	UniSIG		\$1,009.80

			<i>Notes: Social Security Benefits for 30 Teachers to mentor students within specific subgroups. Students will work on goal setting and how to track and monitor their own progress</i>			
	5900	240	1492 - Millennia Gardens Elementary	UniSIG		\$344.65
			<i>Notes: Workers Compensation for 30 Teachers to mentor students within specific subgroups. Students will work on goal setting and how to track and monitor their own progress</i>			
	6400	120	1492 - Millennia Gardens Elementary	UniSIG	0.61	\$18,000.00
			<i>Notes: Professional Development for teachers and paraprofessionals on best strategies for Economically Disadvantaged Students - 3 sessions X 6 hrs X 50 teachers @ 20.00 per hour= \$18,000.00</i>			
	6400	210	1492 - Millennia Gardens Elementary	UniSIG		\$2,442.60
			<i>Notes: Retirement Benefits for Professional Development for teachers and paraprofessionals on best strategies for Economically Disadvantaged Students</i>			
	6400	220	1492 - Millennia Gardens Elementary	UniSIG		\$1,377.00
			<i>Notes: Social Security Benefits for Professional Development for teachers and paraprofessionals on best strategies for Economically Disadvantaged Students</i>			
	6400	240	1492 - Millennia Gardens Elementary	UniSIG		\$469.98
			<i>Notes: Workers Compensation for Professional Development for teachers and paraprofessionals on best strategies for Economically Disadvantaged Students</i>			
	5100	150	1492 - Millennia Gardens Elementary	UniSIG		\$3,600.00
			<i>Notes: Professional Development for paraprofessionals on best strategies for Economically Disadvantaged Students - 3 sessions X 6 Hours X 10 paraprofessionals @\$20.00 per hour = \$3,600.00</i>			
	5100	210	1492 - Millennia Gardens Elementary	UniSIG		\$488.52
			<i>Notes: Professional Development for paraprofessionals on best strategies for Economically Disadvantaged Students - 3 sessions X 6 Hours X 10 paraprofessionals @\$20.00 per hour = \$3,600.00</i>			
	5100	220	1492 - Millennia Gardens Elementary	UniSIG		\$275.40
			<i>Notes: Professional Development for paraprofessionals on best strategies for Economically Disadvantaged Students - 3 sessions X 6 Hours X 10 paraprofessionals @\$20.00 per hour = \$3,600.00</i>			
	5100	240	1492 - Millennia Gardens Elementary	UniSIG		\$93.99
			<i>Notes: Professional Development for paraprofessionals on best strategies for Economically Disadvantaged Students - 3 sessions X 6 Hours X 10 paraprofessionals @\$20.00 per hour = \$3,600.00</i>			
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				\$77,875.92
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	1492 - Millennia Gardens Elementary	UniSIG	1.08	\$32,000.00

			<i>Notes: Coaching/Pedagogy Professional developments for instructional coaches and lead teachers provided at least once a quarter. 4 quarters x 50 Teachers x 8 hours @ 20.00 per hour =\$32,000.00</i>			
	6400	210	1492 - Millennia Gardens Elementary	UniSIG		\$4,342.40
			<i>Notes: Retirement Benefits for Professional developments for instructional coaches and lead teachers</i>			
	6400	220	1492 - Millennia Gardens Elementary	UniSIG		\$2,448.00
			<i>Notes: Social Security Benefits for Professional developments for instructional coaches and lead teachers</i>			
	6400	240	1492 - Millennia Gardens Elementary	UniSIG		\$835.52
			<i>Notes: Workers Compensation for Professional developments for instructional coaches and lead teachers</i>			
	6400	390	1492 - Millennia Gardens Elementary	UniSIG		\$38,250.00
			<i>Notes: Substitutes - (\$170.00 per day),one sub per day per grade level (25 substitutes, 9 days) for 25 classroom teacher coverage so teachers are able to observe others for best practices with feedback. \$170.00 X 25 Subs X 9 days = \$38,250.00</i>			
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$236,147.93
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	160	1492 - Millennia Gardens Elementary	UniSIG	2.0	\$78,077.50
			<i>Notes: 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistants will push into the classroom and work with small groups of identified students who need additional support.= \$78,077.50</i>			
	5100	210	1492 - Millennia Gardens Elementary	UniSIG		\$10,595.11
			<i>Notes: Retirement Benefits for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistants will push into the classroom and work with small groups of identified students who need additional support.</i>			
	5100	220	1492 - Millennia Gardens Elementary	UniSIG		\$5,972.92
			<i>Notes: Social Security Benefits for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistants will push into the classroom and work with small groups of identified students who need additional support.</i>			
	5100	231	1492 - Millennia Gardens Elementary	UniSIG		\$18,578.00
			<i>Notes: Health Insurance Benefits 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistant will push into the classroom and work with small groups of identified students who need additional support.</i>			
	5100	232	1492 - Millennia Gardens Elementary	UniSIG		\$55.12
			<i>Notes: Life Insurance Benefits 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistant will push into the classroom and work with small groups of identified students who need additional support.</i>			

	5100	240	1492 - Millennia Gardens Elementary	UniSIG		\$2,038.60
			<i>Notes: Workers Compensation for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistant will push into the classroom and work with small groups of identified students who need additional support.</i>			
	5100	250	1492 - Millennia Gardens Elementary	UniSIG		\$37.79
			<i>Notes: Unemployment Compensation Benefits for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistant will push into the classroom and work with small groups of identified students who need additional support.</i>			
	5100	290	1492 - Millennia Gardens Elementary	UniSIG		\$2,088.57
			<i>Notes: Additional Employee Benefits for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistant will push into the classroom and work with small groups of identified students who need additional support.</i>			
	5100	519	1492 - Millennia Gardens Elementary	UniSIG		\$9,200.00
			<i>Notes: 10% Allowable technology upgrades for devices and headphones to access online programs and digital assessments. For grades K -5th grade we would need headphones for 620 students @ 10.00 each = \$6,200.00. For 1st and 2nd grade students we would need headphones with mic capability for approximately 300 students @ 10.00 each = \$3,000.00</i>			
	5100	510	1492 - Millennia Gardens Elementary	UniSIG		\$7,938.14
			<i>Notes: 5% Allowable classroom supplies- Paper, pencils, pens, post-its, crayons, folders, composition books, dividers, dry erase markers- not to exceed \$7,938.14</i>			
	6300	120	1492 - Millennia Gardens Elementary	UniSIG		\$18,000.00
			<i>Notes: After school Curriculum Planning up to 6 hrs per quarter X 4 quarters x 30 Teachers @ \$25.00 per hour = \$18,000.00</i>			
	6300	210	1492 - Millennia Gardens Elementary	UniSIG		\$2,442.60
			<i>Notes: Retirement Benefits for After school Curriculum Planning up to 6 hrs per quarter X 4 quarters x 30 Teachers</i>			
	6300	220	1492 - Millennia Gardens Elementary	UniSIG		\$1,377.00
			<i>Notes: Social Security benefits for After school Curriculum Planning up to 6 hrs per quarter X 4 quarters x 30 Teachers</i>			
	6300	240	1492 - Millennia Gardens Elementary	UniSIG		\$469.98
			<i>Notes: Workers Compensation for After school Curriculum Planning up to 6 hrs per quarter X 4 quarters x 30 Teachers</i>			
	6400	120	1492 - Millennia Gardens Elementary	UniSIG		\$12,000.00
			<i>Notes: Professional Development in the areas of effective Science, Math, and ELA specific to BEST Standards for instructional staff per quarter. 6 hrs x 2 days x 50 teachers @20.00 per hour=\$12,000.00</i>			
	6400	210	1492 - Millennia Gardens Elementary	UniSIG		\$1,628.40

			<i>Notes: Retirement Benefits for Professional Development in the areas of effective Science, Math, and ELA specific to BEST Standards for instructional staff per quarter. 6 hrs x 2 days x 50 teachers @20.00 per hour=\$12,000.00</i>			
	6400	220	1492 - Millennia Gardens Elementary	UniSIG		\$918.00
			<i>Notes: Social Security Benefits for Professional Development in the areas of effective Science, Math, and ELA specific to BEST Standards for instructional staff per quarter. 6 hrs x 2 days x 50 teachers @20.00 per hour=\$12,000.00</i>			
	6400	240	1492 - Millennia Gardens Elementary	UniSIG		\$313.32
			<i>Notes: Workers Compensation for Professional Development in the areas of effective Science, Math, and ELA specific to BEST Standards for instructional staff per quarter. 6 hrs x 2 days x 50 teachers @20.00 per hour=\$12,000.00</i>			
	5900	120	1492 - Millennia Gardens Elementary	UniSIG	1.17	\$52,020.00
			<i>Notes: 3 Tutors X 17 weeks X 34 hours= \$52,020.00. Hours will be during the school day supporting instruction in grades 3-5 for all content areas ELA, Math, and Science.</i>			
	5900	210	1492 - Millennia Gardens Elementary	UniSIG		\$7,059.11
			<i>Notes: Retirement Benefits for 3 Tutors X 17 weeks X 34 hours during the school day supporting instruction in grades 3-5 for all content areas ELA, Math, and Science.</i>			
	5900	220	1492 - Millennia Gardens Elementary	UniSIG		\$3,979.53
			<i>Notes: Social Security Benefits for 3 Tutors X 17 weeks X 34 hours during the school day supporting instruction in grades 3-5 for all content areas ELA, Math, and Science.</i>			
	5900	240	1492 - Millennia Gardens Elementary	UniSIG		\$1,358.24
			<i>Notes: Workers Compensation for 3 Tutors X 17 weeks X 34 hours during the school day supporting instruction in grades 3-5 for all content areas ELA, Math, and Science.</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$10,461.23
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6000	120	1492 - Millennia Gardens Elementary	UniSIG	0.26	\$8,448.00
			<i>Notes: 12 teachers to hold curriculum support nights and trainings for parents on how to support students at home. - 8 hrs each session X 4 sessions X 12 teachers @ \$22.00 per hour= \$8,448.00</i>			
	6000	210	1492 - Millennia Gardens Elementary			\$1,146.39
			<i>Notes: Retirement Benefits for 12 teachers to hold curriculum support nights and trainings for parents on how to support students at home. -</i>			
	6000	220	1492 - Millennia Gardens Elementary			\$646.27
			<i>Notes: Social Security Benefits for 12 teachers to hold curriculum support nights and trainings for parents on how to support students at home. -</i>			
	6000	240	1492 - Millennia Gardens Elementary			\$220.57
			<i>Notes: Workers Compensation for 12 teachers to hold curriculum support nights and trainings for parents on how to support students at home. -</i>			
					Total:	\$394,325.75

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No