

Orange County Public Schools

Millennia Gardens Elementary



2018-19 School Improvement Plan

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Millennia Gardens Elementary

3515 GARDENS RIDGE WAY, Orlando, FL 32839

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>100%</p>
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<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>94%</p>
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School Grades History

<p>Year</p>	<p>2017-18</p>	<p>2016-17</p>
<p>Grade</p>	<p>C</p>	<p>C</p>

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title
Lynaugh, Anne	Principal
Carralero, Michelle	Assistant Principal
Gangwisch, Jay	Assistant Principal
Rocca, Rebecca	Instructional Coach
Jones, Stella	Instructional Coach
Haas, Celeste	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- The roles and responsibilities of the members of the leadership team are:
- 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 on areas that are crucial for academic excellence
 - Attend Collaborative Curriculum sessions to guide conversations on reading, math or science

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	8	4	3	4	5	6	0	0	0	0	0	0	0	30
One or more suspensions	2	3	4	2	5	6	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	0	85	54	45	0	0	0	0	0	0	0	184
Level 1 on statewide assessment	0	0	0	44	28	16	0	0	0	0	0	0	0	88

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	5	3	33	39	41	0	0	0	0	0	0	0	121

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	22	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	0	0	0	33	0	0	0	0	0	0	0	0	0	33

Date this data was collected

Monday 7/30/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	1	4	4	9	5	0	0	0	0	0	0	0	26
One or more suspensions	2	0	2	3	3	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	3	1	3	15	18	20	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	33	24	20	0	0	0	0	0	0	0	77

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	6	38	24	21	0	0	0	0	0	0	0	93

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	3	1	4	4	9	5	0	0	0	0	0	0	0	26
One or more suspensions	2	0	2	3	3	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	3	1	3	15	18	20	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	33	24	20	0	0	0	0	0	0	0	77

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	2	6	38	24	21	0	0	0	0	0	0	0	93

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data was evidenced by the FSA and it was Math. The overall growth increased but there are standards we need to continue to work on.

Which data component showed the greatest decline from prior year?

The greatest decline from the prior year according to the FSA in reading is Integration of Knowledge and Ideas.

In mathematics, it was Measurement, Data and Geometry.

Which data component had the biggest gap when compared to the state average?

Integration of Knowledge and Ideas

Which data component showed the most improvement? Is this a trend?

Language and Editing in reading and Operations and Algebraic Thinking in mathematics

Describe the actions or changes that led to the improvement in this area

In small group work the teacher has focused on more editing tasks and tested the standard multiple times.
 Parents were taught during Reading Night how to help their child with this standard in the home.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	56%	56%	40%	54%	55%
ELA Learning Gains	61%	55%	55%	48%	58%	57%
ELA Lowest 25th Percentile	72%	48%	48%	63%	53%	52%
Math Achievement	46%	63%	62%	51%	61%	61%
Math Learning Gains	55%	57%	59%	58%	64%	61%
Math Lowest 25th Percentile	50%	46%	47%	59%	54%	51%
Science Achievement	45%	55%	55%	22%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (3)	4 (1)	3 (4)	4 (4)	5 (9)	6 (5)	30 (26)
One or more suspensions	2 (2)	3 (0)	4 (2)	2 (3)	5 (3)	6 (5)	22 (15)
Course failure in ELA or Math	0 (3)	0 (1)	0 (3)	85 (15)	54 (18)	45 (20)	184 (60)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	44 (33)	28 (24)	16 (20)	88 (77)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	55%	-18%	57%	-20%
	2017	36%	57%	-21%	58%	-22%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	43%	54%	-11%	56%	-13%
	2017	37%	57%	-20%	56%	-19%
Same Grade Comparison		6%				
Cohort Comparison		7%				
05	2018	36%	55%	-19%	55%	-19%
	2017	26%	51%	-25%	53%	-27%
Same Grade Comparison		10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	42%	61%	-19%	62%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	45%	63%	-18%	62%	-17%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	41%	62%	-21%	62%	-21%
	2017	50%	64%	-14%	64%	-14%
Same Grade Comparison		-9%				
Cohort Comparison		-4%				
05	2018	38%	59%	-21%	61%	-23%
	2017	35%	56%	-21%	57%	-22%
Same Grade Comparison		3%				
Cohort Comparison		-12%				

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
WHT	50	55		43	64						
BLK	38	58	73	40	50	39	34				
HSP	49	66	74	53	59	61	54				
SWD	14	53		10	29	30					
FRL	42	61	75	45	54	50	45				
ELL	36	65	69	38	55	55	20				

2017 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 2015-16	C & C Accel 2015-16
BLK	31	45	58	48	61	58	21				
HSP	47	54	65	54	51	60	19				
SWD	19	75		6	36						
FRL	40	48	62	51	58	59	22				
ELL	30	48	58	42	53	55	13				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Reading - FSA tested area of Integration of Knowledge of Ideas

Rationale This area was the lowest area on the FSA for the school.

Intended Outcome Integration of Knowledge of Ideas will increase by 8% for the upcoming 2018-2019 school year.

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

Action Step

Description Coaching sessions will include help for the teachers to perfect their performance in what goes on during small group reading block. Kagan strategies will be implemented so students learn to think out loud to develop the strategies needed to excel in this area on the FSA. Strategies will be taught to parents during Reading Night on how to work with their child in the home to infuse reading strategies.

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

Plan to Monitor Effectiveness

Description Monitoring of this area will be through trend walks, observations, common assessment data and i-Ready data.

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

Activity #2

Title Measurement, Data and Geometry

Rationale This area was the lowest as evidenced by the FSA.

Intended Outcome Students will grow by 8% as evidenced in the structure on the FSA.

Point Person Stella Jones (stella.jones@ocps.net)

Action Step

Professional development will take place to deconstruct the standards associated with this structure.

Math Family Night will happen so families know how to help their child in the home.

Description Self-paced lessons through Khan Academy will be required for all students in grades two through five so students can work on this area as assigned in their development.

Students will work in strategic lessons within i-Ready to practice their skills. STEM and robotics will be part of the curriculum.

Person Responsible Jay Gangwisch (jay.gangwisch@ocps.net)

Plan to Monitor Effectiveness

Description i-Ready diagnostic and common assessments will be monitored. Classroom observations and trend walks will also be a source of monitoring.

Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

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

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

We welcome parents to school holding many night time activities in reading, math, science and writing. Our PEL surveys the parents on what is needed to help them at home so the family can be part of the school events. Connect Orange messages go out weekly and chart the upcoming events for the families. We keep our marquee updated with current events and focused messages. Parents earn points for attending events and are then rewarded at the end of the year award ceremonies. We also embed Culturally Responsive Program with students and staff through guidance lessons and staff development.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Millennia Gardens will provide a Multi-tiered System of Supports (MTSS) to provide interventions based on student needs for each child. The MTSS committee will meet and discuss student behavior and interventions for those children who are not making progress. Depending on the progress of the child, interventions can include behavior contracts, behavior intervention plans, social skills interventions, and school-based counseling. We will work with outside agencies when more intensive interventions are needed. We will also offer quarterly parenting classes to help our families with strategies to help control behavior in the home. We have included guidance lessons in the classroom to ensure students understand the rules and how to communicate effectively with others. Additionally, we differentiate the social skills lessons based on topics that arise from each grade level using monthly teacher and student surveys. Students are celebrated with "Student of the Week" rewards school-wide and also with mid-week "HOPS" tickets that all students can earn for making good choices. Ultimately we ensure the needed differentiation is provided to help our students to communicate effectively in this changing society.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students who attend Pre-K at Millennia Gardens Elementary School work in their preschool class for the entire school day. During the last quin the students in the preschool class will be mainstreamed into the kindergarten classrooms to see how the instruction will be when they enter kindergarten.

Students in our Exceptional Services Education (ESE) preschool class also mainstream with the teacher and paraprofessional so they can see what the kindergarten classroom looks like and what to expect the next school year. Students in preschool will take an end-of-year assessment to help with grouping of students in kindergarten.

For our fifth grade students, our guidance counselor retrieves a list of which students will attend what middle school. We set up a field trip towards the end of the year so students are able to visit the campus and get acclimated. Support staff from the middle school also come out and give students an overview of what to expect in middle school. For students with IEPs and 504s, the staffing specialist sets up transition meetings with the schools and parents.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

On the first day that students enter Millennia Gardens Elementary School, they are given a pre-assessment in reading and math. The pre-assessment is the Journey's Comprehensive Screening Assessment and Phonics Survey, as well as an i-Ready Math test. If a student is

at least one year below grade level they are placed into a daily intervention group based on their lowest breakdown level. These Tier II interventions take place across the school daily in different levels of phonics, multisyllabic words and comprehension. Students are monitored weekly in the intervention group and their data is charted. Teachers monitor the development of the skill for four to six weeks or until a minimum of three consecutive data points at 80% or higher are collected.

Progress is discussed with the parents at scheduled report card conferences as well as scheduled conferences between the parent and teacher. If a student is not making adequate or consistent progress then an MTSS meeting is held and the student is moved to Tier III interventions which is intensified by increasing time, amount of days, decreasing group size and changing the program and the teacher.

If the Tier III intervention works, then the student can go back to Tier II intervention group for the skill in which they were deficient. If Tier III intervention does not work and the data shows no growth, then a school-wide intervention team can decide if an evaluation is needed.

The federal, state and local funds are coordinated to help the Millennia Gardens Elementary students attain academic excellence and proficiency to move onto the next grade level. Title I funds are used to purchase extra positions on staff to help with reading interventions in the classroom.

Title II monies will be used this year to continue working with the staff on common assessments and collaborative structures lesson planning. The monies will be used to purchase substitutes so the teachers can come together during the school day to build their strategies. This common time is beneficial to continue to build the strategies needed so the teachers can make common assessments on their own.

Supplemental Academic Instruction (SAI) funds are used for morning tutoring for Level 1 and 2 students in reading and math. The funds are also used to run a Saturday school program for three hours each Saturday from September through April.

We will build the skills necessary on Violence Prevention, bullying and eating healthy by having programs and plays come to Millennia Gardens to teach our children the right ways to solve problems and to eat healthy.

We help our families learn to complete a job application along with learning English so they can help their child in the home by offering evening classes for the families through Smartville and also ESOL night classes.

We will also seek out different agencies in the community to provide counseling, parenting skills and healthy eating for our families who attend Millennia Gardens Elementary.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each student in grades four and five uses the Advancement Via Individual Determination (AVID) binder as designed by the AVID core team at Millennia Gardens Elementary School. The binder helps the students to be more organized for the core curriculum classes in the school. The daily agenda has a place for the students to work on a goal and then to annotate what they have learned in the classroom.

All the hallways at Millennia Gardens are named with Florida colleges so students can become familiar with the names of the schools they could attend. Staff members' schools are highlighted with a pennant on a map of the United States. Street signs of various Florida post-secondary schools decorate the hallways so students are seeing them and asking questions. Teachers work on promoting their alma matter and post their college

memorabilia so students see and ask questions about college.

Students from Burnett College visit once a week for 8 weeks in the fall and lead discussions in the classroom about what it is like to attend college.

In the third, fourth, and fifth grade classes different types of careers are discussed. Teachers also always stress the importance of knowing how to read and do math. We talk about what schools in Florida educate students for which professions.

Each student has a social skills class on the wheel that emphasizes social skills for their future. As a staff we have agreed to emphasize the way to achieve their goals is to continue to go to school. We tell them, "We know you can do it." We are always asking the students, "What do you want to be when you grow up?" If someone says, "I don't know," then we start planting the seeds.

Part V: Budget

Total:	\$10,000.00
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