

Seminole County Public Schools

Millennium Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Millennium Middle School

2330 E SR 46, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0182>

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

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.

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. The mission of Millennium Middle School is to offer a unique and academically challenging middle school program of the highest quality for our diverse student learners. We celebrate our diversity with innovative programs enriched with the visual and performing arts, communication and technology, and Pre-International Baccalaureate Preparatory Program in a safe and supportive environment.

Provide the school's vision statement.

Millennium Middle School is a Fine Arts and Communication with Pre-IB Magnet School. It is a safe and professional environment that supports the academic success and social, emotional, and physical development of all students. Courses involve integration of the arts, and engaging rigorous standards-based instruction, with a focus on each and every learner. All school staff will be highly qualified instructors who work to establish relationships and are attentive to the educational, cultural and physical needs of students and the Millennium community. Our vision statement is: Millennium will create a safe learning environment that promotes individual responsibility, academic growth, and positive social relationships.

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
Higgs, Crystal	Principal	Supervise Instructional Leaders, Instructional Programs, and Campus Operation
Grenon, Trina	Assistant Principal	Social Studies, Exceptional Student Education, AIP Intervention-8th Grade, Behavior Programs/Supervision, Committee Support, MTSS Supervision, High School Transition, PBIS/Restorative Practices Lead, Professional Learning, Safety Officers, Title IX Coordinator, Truancy
Holmquist, Bailey	Assistant Principal	ELA/ESOL/Reading, Visual Arts, AIP support-6th Grade, Academic Boost Camps, 6th Grade Articulation, Behavior Support-6th Grade, Cultural Relevance, Curriculum Night, Elementary Transition, Hospitality Admin Support, Media Center, New Teacher Support, School-Wide Data, Staff Recognition/Celebration
Rutkowski, Rebecca	Assistant Principal	Performing Arts, Science, Magnet School, AIP Intervention, Arts Integration, Bell Schedules, Behavior Support, Committee Support, Field Trip Support, Magnet/Choices Contact, PTSA Contact, SAC Liaison, Student Clubs/Organizations, Substitute Teacher Support, Testing/Assessments, Tutorial Programs
Thompson, Dan	Assistant Principal	Mathematics, World Languages, iSeries, Physical Education, AIP Support-7th Grade, Aspiring Leaders, Behavior Support-7th Grade, Committee Support, FTE/Advisory Contact, Master Schedule, Student Registration, Technology Plan
Handler, Stephanie	Administrative Support	Clerical Supervision, Custodial Supervision, Athletics, Emergency Procedures/Drills, Facilities/Facility Rentals/Keys, Falcon Express, Field Trips/Fundraising, Magnet Compliance Support, PD Compliance/Points, School Calendar, School Media, Student Awards, Substitutes, Title 1 Compliance
Foster, Janna	Dean	6th Grade Behavior, Detention Program - AM/PM, Emergency Drill - Support/Backup, MTSS/PBIS Support, Re-Entry Meetings, Restorative Practice Support, Student Support Group, Supervision Day/Event, Teach-In, Truancy Support, Elementary Liaison, Volunteers/Dividends
Gilmore, Nathan	Dean	8th Grade Behavior, Bully Prevention Lead, High School Liaison, MTSS/PBIS Support, PBIS - Dean Lead, Re-Entry Meetings, Restorative Practice Support, Student Mentors, Student Support Group, Supervision Day/Event, Textbook Coordinator, Transportation Contact, Truancy Support
Mitchell, Ashley	Dean	7th Grade Behavior, Upstanders, Falcon Store Support, ISS Program Support, Lunch Detention Program, MTSS/PBIS Support, Partners in Ed. Support, Re-Entry Meetings, Restorative Practice Support, Student

Name	Position Title	Job Duties and Responsibilities
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Support Group, Supervision Day/Event, Theme Weeks, Transportation Backup, Truancy Support, Unity/Black-out-Bully Week

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.

Throughout the school year, teacher and leadership team members work with the parents and community to determine areas of needed growth and improvement on campus. This information is gathered through SAC meetings, Title 1 Family Engagement Nights, PTSA meetings, and other large community events. Additionally, input is gathered from the 5 Essentials and Snapshot surveys completed by students and families each year.

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 school will review components of the SIP monthly at leadership meetings using available data. At that time it will be determined if we are tracking, in progress, or not tracking on the goals. Additional support and personnel will be identified if revisions are required.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: C 2018-19: C

	2017-18: B
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	0	0	0	0	0	0	91	116	100	307
One or more suspensions	0	0	0	0	0	0	48	67	76	191
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	22	33	63
Course failure in Math	0	0	0	0	0	0	24	12	35	71
Level 1 on statewide ELA assessment	0	0	0	0	0	0	131	141	128	400
Level 1 on statewide Math assessment	0	0	0	0	0	0	167	94	74	335
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	129	125	124	378

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	0	0	0	17	14	0	31
Students retained two or more times	0	0	0	0	0	0	4	2	0	6

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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	50	26	30	106
Course failure in ELA	0	0	0	0	0	0	4	19	33	56
Course failure in Math	0	0	0	0	0	0	10	16	31	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	106	116	331
Level 1 on statewide Math assessment	0	0	0	0	0	0	178	100	104	382
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	20	30	31	81

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	0	0	0	57	47	51	155
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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	50	26	30	106
Course failure in ELA	0	0	0	0	0	0	4	19	33	56
Course failure in Math	0	0	0	0	0	0	10	16	31	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	106	116	331
Level 1 on statewide Math assessment	0	0	0	0	0	0	178	100	104	382
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	20	30	31	81

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	0	0	0	57	47	51	155
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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48			49			53		
ELA Learning Gains	46			44			51		
ELA Lowest 25th Percentile	33			27			40		
Math Achievement*	49			46			55		
Math Learning Gains	56			37			56		
Math Lowest 25th Percentile	52			32			48		
Science Achievement*	51			47			41		
Social Studies Achievement*	69			61			62		
Middle School Acceleration	75			60			65		
Graduation Rate									
College and Career Acceleration									
ELP Progress	53			51			63		

* 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)	ATSI

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	29	Yes	3	2
ELL	44			
AMI				
ASN	60			
BLK	44			
HSP	52			
MUL	62			
PAC				
WHT	63			
FRL	48			

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)

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	48	46	33	49	56	52	51	69	75			53
SWD	18	28	21	19	41	40	13	37				45

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
ELL	27	42	33	30	50	47	29	50	77			53
AMI												
ASN	50	36		70	81		64					
BLK	34	37	32	36	53	52	34	60	60			
HSP	47	47	29	45	53	52	48	69	81			52
MUL	61	59		56	52		68	81	60			
PAC												
WHT	63	54	46	67	62	48	70	75	81			
FRL	39	43	31	40	53	49	42	61	69			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	49	44	27	46	37	32	47	61	60			51
SWD	12	26	25	14	24	25	20	23	7			28
ELL	24	32	36	27	36	31	9	43				51
AMI												
ASN	68	69		65	38		69	83	82			
BLK	34	35	20	29	25	21	30	49	47			
HSP	46	44	35	43	39	42	40	56	49			49
MUL	57	45		49	41	27	56	73	47			
PAC												
WHT	64	52	24	65	46	38	67	75	72			
FRL	40	39	26	36	32	31	36	52	46			49

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	53	51	40	55	56	48	41	62	65			63
SWD	18	37	32	23	40	38	12	24				53
ELL	17	35	36	28	50	47	9	37				63
AMI												
ASN	72	66		81	68		80	71	87			

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
BLK	37	44	37	37	48	46	18	45	46			
HSP	48	47	41	53	54	47	37	65	59			60
MUL	61	45		67	56		50	63	64			
PAC												
WHT	72	62	49	72	66	55	65	77	76			
FRL	41	46	40	45	51	48	25	53	52			64

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.

School, District and State data will be uploaded when available.

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.

In ELA, the greatest opportunity for growth will be in developing reading comprehension through informational text. In Math, there is a significant opportunity for growth in the providing students acceleration opportunities and have them score at or above proficiency. Science and Social Studies scores decreased from previous years and need to focus on subgroup achievement levels to increase scores.

In ELA, a large number of students started the school year below grade level standards. Although progress was being made, there was a significant gap to get students not only up to their current grade level but to meet the current grade level requirements. ELA instructors needed additional support through small group instruction to meet the high number of intensive instruction needs. Interventions plans were adjusted throughout the school year, however, a loss in instructional personnel made meeting these demands a challenge. For the upcoming school year, an intervention program needs to be implemented with fidelity from the first day of school. Additionally, the ELA department needs to be fully staffed and remain so throughout the school year. In Math, there was a single teacher instructing one of the accelerated courses (Geometry) and they chose to loosely follow the designated curriculum. There will be an instructor change for that course with a staff member trained to develop and implement the curriculum as designed by the district and state. Additionally, there will be an emphasis on developing students in the lower grade levels to align their schedules so that they will have the opportunity to take accelerated courses their 8th grade year. In Algebra, teachers will make the

necessary instructional changes to move from a teacher centered delivery to a student centered instructional delivery. This will require additional teacher training and monitoring.

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

The data component that showed the greatest decline was the acceleration score with a decrease of twelve points. Although the Geometry pass rate was 71%, the expectation is that there is a 90%+ pass rate as these are upper level students. The instruction in the course veered from the vetted curriculum and was a major reason students were not prepared for the test. In Algebra, 63% of students passed the test. Instructional strategies focus primarily on teacher-led instruction and as a result many students in the demographic subgroups were not able to reach success without the additional support.

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.

Algebra 1 and Geometry EOCs had the greatest gap when compared to the state average. Contributing factors include an emphasis on reducing access barriers to high school credited math courses by placing ALL on grade level students in Algebra 1 in 8th grade.

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

6th grade math had significant learning gains and student achievement on the state tests.

The 6th grade Math team had a high functioning Professional Learning Community based on developing high quality differentiated lesson plan that incorporate ESE and ESOL supports.

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

Student attendance and on-grade level performance in ELA and Math

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

1. Increasing success for SWD on their grades for core courses and on progress monitoring assessments
2. Increase ELA learning gains and proficiency levels by incorporating reading and writing strategies across all content areas.
3. Develop grading practices that more effectively align with state standards to use as a measurement of a student's proficiency levels throughout the school year.
4. Decrease discipline disparities among the subgroups to more closely align with school demographics.

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 Students with Disabilities**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.

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome:

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

Increase achievement and learning gains for students with disabilities.

Monitoring:

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

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Crystal Higgs (higgscd@scps.k12.fl.us)

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 following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: CAR-PD, iReady, Lexia, Corrective Reading, and Reading Mastery.

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: iReady, DreamBox, Seminole Numeracy Project.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.

All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan.

Math- All the listed interventions have research-based evidence for efficacy.

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

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.

Students

What do we want all students to do?

All students will be able to successfully interact with the curriculum in a way where they develop fundamental skills which they can then apply to become life long learners through a multitude of real life applications.

How will we know if they learn it?

Students will be successful in their classes by achieving a C or better and by passing state assessments at a level 3 or higher.

How will we respond when some students do not learn?

- 1) Determine the level of importance of the information and if it has a direct correlation to the curriculum and state assessments
- 2) Reteach through in class opportunities
- 3) Find an alternative method of instruction to re-teach the content
- 4) Refer to tutoring/small group interventions for additional chunking of material and concept reinforcement

What evidence/data will there be to reflect monitoring for this strategy/action?

School personnel will refer to data pulled from PowerBI, iReady, district quarterly assessments, and course grades to monitor students progress and determine effectiveness of implemented strategies

Teachers

What do we want all teachers to do?

Teachers need to know how to develop and implement quality lesson plans based on the needs of individual students and their educational goals.

How will we know if teachers are accomplishing this?

Students will achieve a C or better in all courses, have a status of "in progress" or "tracking" on district assessments, or be at or above grade level in all areas progress monitoring

How will school leaders respond when teachers need support?

School leaders will work with the teacher or teachers to determine what support is needed, the resources necessary to provide the support, and create a monitoring and accountability plan to evaluate the effectiveness of the provided supports. This cycle will continue until the team has decided success has been achieved based on the predetermined goals.

How will we extend professional learning for teachers?

The leadership team will create semester needs assessment based on the schools goals and develop a learning pathway for teachers needing additional support. Professional learning opportunities will be provided on both an individual and school-wide basis.

Person Responsible: Crystal Higgs (higgscd@scps.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Other

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.

Students succeed when conditions for learning are optimized. A focus on campus safety, development of a culture where student voice and belonging are valued and sharing collective responsibility for the success of all students in the school increase student achievement.

Measurable Outcome:

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

Increase 5 Essentials Survey and SCPS Safety Survey results indicating a high degree of trust, collective responsibility and academic personalism.

Monitoring:

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

Conditions for Learning monitoring will occur during classroom walk through, PLC meetings, attendance and discipline data reviews.

Person responsible for monitoring outcome:

Crystal Higgs (higgscd@scps.k12.fl.us)

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 Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MTSS methods are research-based and proven to positively impact school climate and increase academic performance.

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.

Maintaining a safe and clean school environment so students can prioritize academic learning Although the school received high marks on campus cleanliness and safety, an area for improvement would be the supervision of bathrooms. An area we can also grow would be in developing student-teacher trust.

Build strong family relationships to create a partnership for student learning.

Create a task force to spearhead the communication of the school and school activities to the parents and community. In this they will review the frequency and effectiveness of parent conferences, student academic progress, and the climate and culture for parent involvement.

Person Responsible: Crystal Higgs (higgscd@scps.k12.fl.us)

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).

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned (i.e., Title I, Part A, UniSIG).

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.

Throughout the school year, teacher and leadership team members work with the parents and community to determine areas of needed growth and improvement on campus. This information is gathered through SAC meetings, Title 1 Family Engagement Nights, PTSA meetings, and other large community events. Additionally, input is gathered from the 5 Essentials and Snapshot surveys completed by students and families each year.

<https://sim.scps.k12.fl.us/school/info/0182>

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))

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for

participation in the school's business partners programs. In addition, faith-based leaders are invited to form a relationship with Millennium. Input was sought from the School Advisory Council (SAC) regarding this School Improvement Plan. Multiple parent involvement Title I nights are held each year, and these include student-led conferences discussing student progress.

<https://millennium.scps.k12.fl.us/>

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 II of the SIP. (ESSA 1114(b)(7)ii)

There will be three school-wide areas of focus for the upcoming year; instructional strategies need to revolve around building student relationships so they are invested in the learning process, reading and literacy across all curriculum areas, and collaborative student driven instructional strategies. The combination of these three areas will create a classroom environment which focuses around student engagement and builds ties to real work applications. Students will be able to learn at their own pace because lesson plans will be developed intentionally through professional learning communities (PLC). The creating and developing high quality PLCs will be foundational to this process and the implementation of each focus area.

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))

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Department of Teaching and Learning (Title II, Part A), ESOL World Languages and Student Access (Title III, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Student Assignment and Program Access (magnet programs), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) are invited to participate in collaborative planning sessions. At these collaborative planning sessions, school leadership teams begin developing their Title I, Part A plans for the upcoming school year, with support and guidance from these various district-level grant and/or program managers. For instance, the Director of ESOL/World Languages and Student Access would share with Title I school leadership teams relevant updates to those programs for the upcoming school year, which may lead them to leverage their Title I, Part A funds to supplement such initiatives.