

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Millennium Middle School

School Improvement Plan 2021-2022

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

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.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

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.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Millennium will have the following focuses this year to build a positive school culture and environment: PBIS, token economy (Falcon Store), positive referrals, student of the week and also make positive phone calls home to celebrate students with their families. PBIS works to create a positive culture in the school among the teachers and staff as well as the students. We will continue the use of Falcon Bucks to reward and acknowledge positive student behaviors as well as our Falcon Store where students are able to spend their Falcon Bucks on different prizes. Teachers also write positive referrals which we display at the student centers on each floor to celebrate our students as well as our student of the week recognition and monthly popcorn/popsicle rewards during lunches. Teachers are also encouraged to call home to share positive student grades and behaviors with the students' families to continue to grow and foster a positive relationship between school and home.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Teachers & Staff - work together to create a positive culture and environment for students, families and each other through PBIS, school wide initiatives, and PLCs. Students - participate and contribute the positive culture at Millennium through positive behavior, positive relationship, involvement in on campus and extracurricular activities Families - work in partnership with both students and teachers to foster and support the positive culture and environment at Millennium PTSA - work as partners with the school to promote the relationship between parents, families, students and the school SAC - a committee of community members that work to ensure the students, staff and families are all represented in creating a positive learning environment for all students at Millennium Community at large - an integral part of Millennium that works with the school to promote both school and community events, initiatives and meetings that involved Millennium students, families and community members

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.

Guidance Counselors provide individual, short term and crisis counseling. They work with individual students on decision making, conflict resolution, and making/keeping friends regularly. Guidance has a Families in Transition liaison that puts families in touch with needed resources when they are struggling financially. Counselors also provide families with the SCPS Cooperative Agreement list which is a list of agencies that they work with to provide services such as counseling outside of school. Services are also available through Children's Home Society. The school also follows a multi-tiered system of support (MTSS) to assist students who are struggling academically and behaviorally. Students are appropriately tiered based on data from teachers, standardized test scores, classroom level data, attendance, discipline referrals, and cumulative GPA's. Decisions are made regarding appropriate interventions and levels of support. This may include classroom accommodations, mentoring, guidance support, or other supports available to students and families. The MTSS core team meets weekly to monitor these students and any other students recommended for the program. The monitoring consists of review of classroom level data and teacher input. This year Social Emotional Learning remains a school-wide focus in an effort to better understand and educate the whole child. Restorative Practices continue to be implemented to address the root cause of behaviors.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. John Antmann	Principal	antmanjs@myscps.us	Supervise Instructional Leaders/Instructional Programs
Mrs. Datasha Dukes	Assistant Principal	dukesdj@scps.k12.fl.us	Science, World Languages, Career/Technical Education, Assessment Programs, Physical Education
Ms. Trina Grenon	Assistant Principal	trina_grenon@scps.k12.fl.us	Exceptional Student Education, English/Language Arts, Positive Behavior, Intervention Programs
Alexandra Razgha	Assistant Principal	alexandra_razghat@scps.k12.fl.us	Mathematics, Reading Intervention Programs, Student Scheduling, Student Counseling
Dr. Daniel Thompson	Assistant Principal	daniel_thompson@scps.k12.fl.us	Social Studies, School Choice Programs, Fine and Performing Arts, Magnet Program Coordination, ESOL Program
Ms. Deborah Smith	School Administration Manager	deborah_smith@scps.k12.fl.us	Campus Facilities, Campus Safety, Assessment Programs, Instructional Materials
Mr. Daniel Rodriguez	Administrative Dean		8th Grade Behavior, HOPE Coordinator, High School Transition Liaison
Stephanie Handler	Administrative Dean		6th Grade Behavior, HOPE Coordinator, Transportation Coordinator
Nathan Gilmore	Administrative Dean		7th Grade Behavior, HOPE Coordinator, Anti-Bullying Coordinator

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Trina Grenon	Assistant Principal	trina_grenon@scps.k12.fl.us	Supervises ELA Department
Daniel Thompson	Assistant Principal	daniel_thompson@scps.k12.fl.us	Supervises Reading Department
Bailey Holmquist	Instructional Coach	bailey_holmquist@scps.k12.fl.us	ELA and Reading Instructional Coach
Candace Shields	Instructional Coach	candace_shields@scps.k12.fl.us	Social Studies Instructional Coach
Dr. John Antmann	Principal	john_antmann@scps.k12.fl.us	
Alexandra Razgha	Assistant Principal	razghaaz@scps.k12.fl.us	
Datasha Dukes	Assistant Principal	dukesdj@scps.k12.fl.us	
Deborah Smith	School Administration Manager	deborah_smith@scps.k12.fl.us	

Public and Collaborative Teaching

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Millennium Middle School promotes positive working relationships between teachers by offering professional learning communities (PLCs) and communities of learning (COLs) which allow teachers to meet weekly and prepare lesson plans, instruction, and common assessments. Teachers are expected to review assessment data and share strategies to foster proficiency. The master schedule has been designed to provide consistent time for teachers to meet by common content and grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is based on data driven decisions made through collaboration. Teachers also collaboratively plan for differentiation of their instruction including additional scaffolding for struggling students, extension activities, and enrichment of lessons to ensure appropriate rigor for all students.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were "highly qualified" and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all learners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

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.

Our school annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. Our school will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

College and Career Readiness

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

In January and February of each year, school counselors visit feeder elementary schools to introduce themselves as well as discuss the transition to middle school, the middle school curriculum and assist with courses requests for 6th grade. The same happens for the outgoing 8th graders - the high school school counselors come to campus to visit to discuss the transition to high school, the expectations and required courses for high school in order to graduate and begins the course request process with the 8th graders. Millennium also runs a summer program where we identify students who need additional support in Math to prepare them for Algebra 1 in high school.

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

Millennium Middle School's supports Seminole County Public Schools' vision, "One Year's Growth in One Year's Time." All students, by the time they leave Millennium, will engage in a variety of activities that enable them to explore and deepen their understanding of college and career knowledge and skills essential to academic planning and goal setting. All students are required to take two SCPS iSeries courses including iJourney, a semester course exploring careers and technology. In this course they will develop a career portfolio indicating their goal career and an educational path to reach it. Different paths are shared with students, meeting the needs of all students from those who are more academically advanced to those who would benefit from technical schools to those who might be more interested in the military.

Identify the career and technical education programs available to students and industry or community organizations.

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science, social studies, and computer coding curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors. Students will take a semester course exploring iJourneys through Careers and Technology. In this course they will be provided with the opportunity to earn a Digital Tool Certificate in Living Online. Millennium Middle School also offers iConnect, which allows for two more Digital Tool Certificates (Key Applications and Computing Fundamentals). Those students who earn all three Digital Tool Certificates will have earned the IC3 (Internet Core Competency Certification) industry certification. Recently SCPS added iChallenge, a course focused on gaming and coding.

Middle School Essential Instructional Priority # 1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Social Studies		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	
Social Studies Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

5 Essentials		
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Middle School Essential Instructional Priority #1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Algebra 1 Achievement for sub group: Black	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Hispanic	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: White	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Mul	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: SWD	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: FRL	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: ELL	B.1.1; B.1.2	
Algebra 1 Access Gap	B.1.1; B.1.2	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Middle School Acceleration		
Indicators	Strategic Plan	Target
Middle School Acceleration	B.1.1	
Middle School Acceleration: Black	B.1.1	
Middle School Acceleration: Hispanic	B.1.1	
Middle School Acceleration: White	B.1.1	
Middle School Acceleration: Mul	B.1.1	
Middle School Acceleration: SWD	B.1.1	
Middle School Acceleration: FRL	B.1.1	
Middle School Acceleration: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Grade 6	B.2.4	
	Grade 7	B.2.4	
	Grade 8	B.2.4	
	Algebra 1	B.2.4	
	Geometry	B.2.4	
Science Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium teachers will examine previously used tracking sheets and adjust them, removing non-tested standards from scales (where applicable).	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Intermittently (prior to beginning each new scale) through 5/25/22.	Scales with relevant standards only in interactive notebooks and/or on Google drive
Millennium teachers will examine previously used tracking sheets and ensure scales are written in student friendly language.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Intermittently (prior to beginning each new scale) through 5/25/22	Scales with relevant standards only in interactive notebooks and/or on Google drive
Millennium teachers will examine previously used tracking sheets and adjust them, removing non-tested standards from scales (where applicable).	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Intermittently (prior to beginning each new scale) through 5/25/22.	Scales with relevant standards only in interactive notebooks and/or on Google drive
Millennium teachers and students will track progress on the standards based on student-friendly scales related to tested standards.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Documentation in interactive notebooks and/or on Google drive

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium teachers will identify the students who fall in the school-wide bottom quartile in each of their classes for tracking and support purposes.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Once at the start of the school year	Teacher tracking forms
Millennium teachers will build strong relationships with their students, resulting in positive attitudes.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Decrease in referrals, documentation of interventions on Behavior Intervention Forms
Millennium teachers will routinely discuss student progress & non-progress in weekly COL meetings. They will discuss individual students with intensive teachers and seek support where applicable.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Teacher tracking forms, notes from COLs & conversations with intensive teachers

Millennium teachers will administer formative assessments track the data, noting their students who fall in the school-wide bottom quartile.	Grenon, Thompson, Dukes, Razgha	5/25/2021	Y	Monthly, through 5/28/22.	Teacher tracking forms, scores in Skyward
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Millennium teachers will discuss student scores with students, celebrating their success and working with them to identify (and provide targeted instruction for) areas in which they need to improve.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Teacher tracking forms, scores in Skyward
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Millennium guidance counselors will monitor success for the students in the school-wide bottom quartile, meeting with them quarterly to congratulate them and provide motivation as needed.	Grenon, Thompson, Dukes, Razgha	5/25/2022	N	Monthly, through 5/25/22.	Counselor notes from meetings
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Millennium teachers will administer formative assessments track the data, noting their students who fall in the school-wide bottom quartile.	Grenon, Thompson, Dukes, Razgha	5/25/2021	Y	Monthly, through 5/28/22.	Teacher tracking forms, scores in Skyward
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Millennium teachers will discuss student scores with students, celebrating their success and working with them to identify (and provide targeted instruction for) areas in which they need to improve.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Teacher tracking forms, scores in Skyward
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<p>Millennium teachers will collaborate in grade level/horizontal articulation across the curriculum related to common students. During this time they will analyze student data and discuss concerns along with possible further supports for students.</p>	<p>Grenon, Thompson, Dukes, Razgha</p>	<p>5/25/22</p>	<p>Y</p>	<p>Monthly, through 5/25/22.</p>	<p>Notes from horizontal articulation meetings</p>
<p>Millennium Instructional Coaches will provide after school tutoring focused on interventions for the identified weakest standards. This will include direct instruction supplemented by intervention tools.</p>	<p>Grenon, Thompson, Dukes, Razgha</p>	<p>5/25/22</p>	<p>N</p>	<p>Monthly, through 5/25/22.</p>	<p>Tutorial intervention and data tracking sheets</p>

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium teachers will identify high level 1 & high level 2 students in each of their classes for tracking and support purposes.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Within the first two weeks of school and again at the start of each quarter	Tracking forms in interactive notebooks and/or on Google drive
Millennium teachers will ensure students have achievable goals and consistently provide encouragement, reminding students how close they are to achieving the next level.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Documentation in teacher lesson plans, interactive notebooks and/or on Google drive
Millennium teachers will use intervention tools to focus on specific skills based on weaknesses visible in student data.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Documentation in interactive notebooks and/or on Google drive, iReady/Khan Academy reports where applicable
Millennium teachers will use data to group students purposefully for differentiated instruction & station rotation.	Grenon, Thompson, Dukes, Razgha	5/25/2022	N	Monthly, through 5/25/22.	Documentation in lesson plans
Millennium students will complete individual tracking charts using formative assessments, iReady (when applicable), & District assessment data; this data will include goal setting and teacher feedback.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Documentation in interactive notebooks and/or on google drive; iReady & Khan Academy score reports where applicable

Millennium teachers will frequently celebrate the success of students (including using data posted on walls) in an effort to develop intrinsic motivation in them.	Grenon, Thompson, Dukes, Razgha	5/25/22	Y	Monthly, through 5/25/22.	The above referenced data kept on the wall and then in a binder when it comes down/is replaced with new data
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Millennium guidance counselors will monitor student success, meeting with them quarterly to congratulate them and provide motivation as needed.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Monthly, through 5/25/22.	Notes from meetings
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Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium teachers will identify low level 3 students in each of their classes for tracking and support purposes.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Within the first month of school	Data tracking sheets
Millennium teachers will set high expectations aligned with the standards, ensuring students have achievable goals. They will consistently provide encouragement, reminding students how close they are to achieving the next level.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Lesson plans
Millennium teachers will discuss student scores with students, celebrating their success and working with them to identify (and provide targeted instruction for) areas in which they need to improve.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Lesson plans; Documentation in interactive notebooks and/or on Google drive

Millennium teachers will use data to group students purposefully for differentiated instruction & station rotation based on the areas of weakness.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Lesson plans
Millennium teachers will frequently celebrate the success of students (including using data posted on walls) in an effort to develop intrinsic motivation in them.	Grenon, Thompson, Dukes, Razgha	5/25/2022	Y	Monthly, through 5/25/22.	Lesson plans; documentation in interactive notebook and/or google drive
Millennium instructional coaches will provide after school tutoring focused on interventions for the identified weakest standards. This will include direct instruction supplemented by intervention tools.	Grenon, Thompson, Dukes, Razgha	5/25/2022	N	Monthly, through 5/25/22.	Tutorial intervention and data tracking sheets
Millennium teachers will collaborate in grade level/horizontal articulation across the curriculum related to common students. During this time they will analyze student data and discuss concerns along with possible further supports for students.	Grenon, Thompson, Dukes, Razgha	5/25/2022	N	Monthly, through 5/25/22.	Notes from articulation meetings

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium's after school tutorial will focus on Low Level 3 and High Level 2 students and will include direct instruction in both reading and math. Direct instruction will be supplemented using intervention tools.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Weekly, through 5/25/22.	Student generated reports from intervention tools
Millennium's Saturday tutorial will focus on Low Level 3 and High Level 2 students and will include direction instruction in math and reading. Direct instruction will be implemented using intervention tools.	Grenon, Thompson, Dukes, Razgha	5/25/25	N	Bi-weekly through 5/25/22	Student generated reports from intervention tools

Middle School Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium guidance counselors and teachers will monitor student attendance and follow the truancy process established by Seminole County Public Schools.	Grenon, Thompson, Dukes, Razgha, Smith	5/25/22	N	Monthly, through 5/25/22	Attendance reports generated daily, weekly, and monthly.
Guidance counselors will meet with students who are frequently absent to discuss their attendance, the truancy process, and the importance of the instruction they are missing.	Grenon, Thompson, Dukes, Razgha, Smith	5/25/22	N	Monthly, through 5/25/22	Counselor notes

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Supervision in hallways and common areas	Millennium will ensure student safety in hallways and common areas by maintaining supervision during class changes and at arrival, dismissal and all lunches	Grenon, Thompson, Dukes, Razgha, Smith	5/25/22	N	Daily through 5/25/22	Tracking of referrals due to hallway incidents and notes from meetings
Restroom Use	Millennium will ensure that students are able to use clean restrooms and that students are able to do so without losing learning time from their classrooms.	Grenon, Thompsons, Dukes, Razgha	5/25/22	N	Daily through 5/25/22	Admin meeting notes and updates
School Arrival and Dismissal	Millennium will ensure that students are able to arrive school and enter classes safely to start the day and the dismissal is done and a safe and efficient manner that allows all students to return home safely	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Daily through 5/25/22	Admin meeting notes and updates

Communication about Safety Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium administrators will set clear expectations for student behavior and campus safety through grade level meetings at start of year.	Grenon, Thompson, Dukes, Razgha, Smith	5/25/22	N	Monthly, through 5/25/22	intervention forms, discipline data
Millennium administration will clearly communicate emergency drill procedures prior to first drills of the year via CCTV announcements.	Handler and Brooks	5/25/22	N	Monthly, through 5/25/22	E-mails or Admin agendas detailing those announcements
Millennium administration and school resource officer will give presentations as needed via CCTV regarding campus safety and security on topics including vaping, bullying, cybersafety, etc.	Grenon, Thompson, Dukes, Razgha, Brooks	5/25/22	N	As needed, at a minimum once a month	E-mails or Admin agendas detailing those announcements
Millennium administration will host student round table discussions with an administrator and School Resource Officer to discuss safety concerns.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Quarterly	Notes kept from meetings with concerns & items to address (possibly via CCTV)
Millennium administrators will refresh/review expectations for student behavior and campus safety through grade level meetings at start of the third quarter.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Jan-22	Intervention forms, discipline data

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Friday Emails from the Principal - principal will send out emails each Friday updating stakeholders on upcoming events, due dates and school information.	Antmann	5/25/22	N	Weekly through 5/25/22	weekly emails
Title 1 Community Events - Millennium will hold Title 1 community events to bring the community to campus to experience performances, shows and events (Magnet Night, sporting events)	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Planned events through 5/25/22	Title 1 Night sign in sheets
PTSA/SAC Meetings - Millennium hosts monthly PTSA and SAC meetings, with PTSA holding general meetings for all families to attend. The School Advisory Council is made up of people representing all stakeholders and they meet monthly.	Antmann, Thompson	5/25/22	N	Monthly through 5/25/22	SAC minutes, PTSA sign in sheet

Middle School Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Utilization of College Board/Khan resources to support future ready skill development of all students
- B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
- C. Developing expectations for success in college and careers for all students

**All data targets are reported as percentages with the exception of the number of Digital Tools/Industry Certifications earned.*

Indicators	Strategic Plan	Target
AO students enrolled in advanced courses: Black	B.2.7	
AO students in advanced courses earning a grade of C or higher: Black	B.2.7	
AO students enrolled in advanced courses: Hispanic	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	
AO students enrolled in advanced courses: FRL	B.2.7	
AO students in advanced courses earning a grade of C or higher: FRL	B.2.7	
Digital Tools/Industry Certifications Earned	C.3	

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium administration will utilize the advanced opportunities Dashboard to monitor the percentage of advanced opportunities students who are successful in their advanced classes. Guidance counselors will then meet with students to provide support and encouragement as needed.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Twice per quarter	District dashboard, skyward enrollment, and student grades
Targeted scheduling that will place all 6th grade AO students in minimally Advanced World History, all 7th grade AO students in minimally Advanced Comprehensive Science 2 and all 8th grade AO students in minimally Advanced U.S. History	Razgha and Valentino	8/10/21 and on going	N	Summer scheduling and with new enrollments	Monitoring Dashboard AO numbers
Identify struggling AO students and enroll them in the AIP program to make sure they have access to support and guidance to be successful	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Ongoing	AO student grades monitored quarterly

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium teachers will increase Digital Tool Certificates earned by offering additional Digital Tool exams to students through iSeries courses.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Monthly through 5/25/22	Weekly data reports

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Major racial and ethnic groups (Black)

Students with disabilities

Economically disadvantaged students

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Millennium's school culture and environment will be viewed through the lens of discipline data by using this data to help us create a proactive approach to the areas that show the highest need. In seeing that violent incidents were at a rate of 2.84 for every 100 students in 2019-2020, we will use this information to put people and procedures in place to help avoid these incidents. This means increased supervision at arrival, class change, lunches and dismissal. It also means creating a safe space with our deans and counselors for students to come and talk about issues before they escalate. We will also use Restorative Practice strategies to work through problems between students. In taking a proactive approach to help decrease the frequency of these incidents, we will create a supporting and safe school culture and environment.

Action Plan

1st Finding

Major racial and ethnic groups (Black)

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Targeted scheduling for Pre-IB and advanced classes to ensure a diverse environment as well as ensure advanced classes are available to all students.	Ms. Razgha and Ms. Valentino	8/10/2021	N	During summer scheduling and when new students enroll	Weekly reports for students enrollment including race

Action Plan

2nd Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium's after school tutorial will focus on students with disabilities to provide additional support from both teachers and support facilitators in core academic classes	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Weekly	Student generated reports from intervention tools
Millennium's Saturday tutorial will provide students structured academic time where students are able to work with teachers and support facilitators on completing assignments, and working through content that they did not fully understand in class.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Bi-weekly	Student generated reports from intervention tools

Action Plan

3rd Finding

Economically disadvantaged students

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Millennium's after school tutorial will focus on free and reduced lunch students to provide additional support from both teachers in core academic classes. Will also provide students with the use of technology to complete and work on assignments they might not have access to at home.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Weekly	Student generated reports from intervention tools
Millennium's Saturday tutorial will provide free and reduced lunch students access to technology, classroom resources and additional support and instruction from classroom teachers.	Grenon, Thompson, Dukes, Razgha	5/25/22	N	Bi-Weekly	Student generated reports from intervention tools

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

23. There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.	Partially Beginning
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24. There is a schoolwide approach for planning and implementing Universal Design for Learning across all instructional and non-instructional school contexts.	Partially Almost
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26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.	Partially Almost
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Action Plan

Indicator 1

23. There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Positive Behavior Support - Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities.	Grenon, Thompson, Dukes, Razgha	5/25/22	Y	Weekly through 5/25/22	Increase in PBS Rewards/School Store activity
Teachers are being trained in restorative practice to lead circles where students with and without disabilities can problem solve and work together to build community	Grenon, Thompson, Dukes, Razgha	5/25/22	Y	Weekly through 5/25/22	Decrease in referrals from 2020-2021 school year

Indicator 2

24. There is a schoolwide approach for planning and implementing Universal Design for Learning across all instructional and non-instructional school contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.	Grenon, Thompson, Dukes, Razgha	5/25/22	Y	Weekly through 5/25/22	Lesson plans, classroom observations recorded in iObservation

Indicator 3

26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Paraprofessionals receive ongoing training on topics relative to their work responsibilities.	Grenon, Thompson, Dukes, Razgha	5/25/22	Y	Weekly through 5/25/22	Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the Students with Disabilities they serve. Record of PD provided can be found in PD Place/Frontline.

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Interventions, Accommodations, and Strategies to	1	TBD	Instructional	School-wide	50	Administrative Staff, Instructional Coaches
Literacy in the Content Area - Close Reads for multiple purposes	1	TBD	PD will assist staff with evaluating student learning data to identify literacy gaps and implement targeted interventions.	Instructional Staff	75	Administrative Staff, Instructional Coaches
Learning Targets/Performance Task Alignment with Success Criteria	1	TBD	Instructional	School-wide	50	Administrative Staff, Instructional Coaches
Quality Standards-based instruction - learning targets, performance task alignment, success criteria	1	TBD	PD will assist teachers in aligning instruction and plans to student data, learning targets, and state standards.	Instructional Staff	75	Administrative Staff, Instructional Coaches
New Teacher Cohort - Focuses on Quality Instruction	1	TBD	PD will assist new teachers in developing relationships with coaches, improving instructional practices, and identify areas of weakness in student data.	New Teachers	15	Administrative Staff, Instructional Coaches
Building Relationships	2	TBD	PD will help create better relationships between stakeholders results in improved learning outcomes.	School-wide	100	Administrative Staff, Instructional Coaches

School Safety	2	TBD	PD will help ensure a safe school environment for students and staff that will promote learning and improve learning outcomes.	School-wide	100	Administrative Staff, Instructional Coaches
Restorative Practice	2	TBD	PD will discuss and teach about the use of restorative circles to help students build relationships with each other to create a positive culture and environment at Millennium.	School-wide	100	Administrative Staff, Instructional Coaches
ePathways Pre-Plan Training	3	8/3/21	PD helps provide teachers will instructional tools and strategies to use to increase student success in iSeries courses and CTE exams.	iSeries teachers	100	District ePathways department
Quarterly Training with ePathways teacher	3	TBD	PD will provide regular check ins with iSeries teachers to discuss strategies and best practices for iSeries courses.	iSeries PLC	6	Administration, Teachers
Restorative Practice	1,2	TBD	PD will assist staff in creating stronger relationships and identifying possible causes for student struggle.	School-wide	100	Administrative Staff, Instructional Coaches
Use of Technology for standards-based learning with rigor	1, 3	TBD	PD will help strengthen technology-based instruction and improve digital literacy with students and staff.	Instructional Staff	75	Administrative Staff, Instructional Coaches

Learning Walks

1

TBD

PD will help develop a common understanding and better align learning targets with standards.

Instructional Staff

75

Administrative Staff,
Instructional Coaches