

Seminole County Public Schools

MILLENNIUM MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/2024.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Millennium Middle School Fine Arts & Communication Magnet is to develop well rounded individuals by fostering an academic environment that promotes critical thinking, creativity, and good global citizenship.

Provide the school's vision statement

Millennium Middle School Fine Arts & Communication Magnet will create a safe learning environment that promotes individual responsibility, academic growth, and positive social relationships.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Crystal Higgs

Position Title

Principal

Job Duties and Responsibilities

Provides strategic direction and leadership for the school, overseeing the day-to-day operations, and fostering a positive learning environment while managing staff, campus operations, implementing educational programs, and ensuring adherence to educational standards.

Leadership Team Member #2

Employee's Name

Rebecca Rutkowski

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in overseeing student behavior, managing disciplinary actions, administrative tasks, curriculum development, staff supervision and collaborating with teachers, parents, and students to ensure a positive and safe learning environment

Leadership Team Member #3

Employee's Name

Daniel Thompson

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in overseeing student behavior, managing disciplinary actions, administrative tasks, curriculum development, staff supervision and collaborating with teachers, parents, and students to ensure a positive and safe learning environment

Leadership Team Member #4

Employee's Name

Lynette Gonzalez

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in overseeing student behavior, managing disciplinary actions, administrative tasks, curriculum development, staff supervision and collaborating with teachers, parents, and students to ensure a positive and safe learning environment

Leadership Team Member #5

Employee's Name

Giovanny Vargas

Position Title

School Administration Manager

Job Duties and Responsibilities

Assist the principal with overseeing the day-to-day operations of the school, including administrative tasks, staff management, budgeting, facilities management while working closely with parents, the local community, and the principal to ensure that the school is meeting its academic and operational

goals

Leadership Team Member #6

Employee's Name

Jania Fuller

Position Title

School Administration Manager

Job Duties and Responsibilities

Assist the principal with overseeing the day-to-day operations of the school, including administrative tasks, staff management, budgeting, facilities management while working closely with parents, the local community, and the principal to ensure that the school is meeting its academic and operational goals

Leadership Team Member #7

Employee's Name

Janna Foster

Position Title

Academic Dean

Job Duties and Responsibilities

Oversees student behavior, managing disciplinary actions, and collaborating with teachers, parents, and students to ensure a positive and safe learning environment

Leadership Team Member #8

Employee's Name

Vernard Moore

Position Title

Academic Dean

Job Duties and Responsibilities

Oversees student behavior, managing disciplinary actions, and collaborating with teachers, parents, and students to ensure a positive and safe learning environment

Leadership Team Member #9

Employee's Name

Adrienne Rouse

Position Title

Literacy Coach

Job Duties and Responsibilities

Support instructional growth and development of teaching practices by working closely with teachers to provide guidance, resources, model effective teaching methods, analyze student data and facilitate professional development opportunities to improve instructional strategies and student learning outcomes.

Leadership Team Member #10

Employee's Name

Zuraima Bravo

Position Title

Instructional Coach

Job Duties and Responsibilities

Support instructional growth and development of teaching practices by working closely with teachers to provide guidance, resources, model effective teaching methods, analyze student data and facilitate professional development opportunities to improve instructional strategies and student learning outcomes.

Leadership Team Member #11

Employee's Name

Antwon Hallman

Position Title

Behavior Interventionist

Job Duties and Responsibilities

Works closely with the principal, administration, students, teachers, and parents to address behavioral issues, develop intervention plans, and provide individualized support to help students succeed academically and socially.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Stakeholders including teachers, parents, students, administrators, and community members, provided input for the school improvement plan through participation in the School Advisory Council. Stakeholders contributed to the improvement plan by sharing their perspectives, concerns, and ideas during the School Advisory Council meeting and feedback sessions focusing on. Stakeholder input covered areas such as student achievement, curriculum development, student support services, extracurricular activities, facilities improvement, and overall school climate.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The school improvement plan will be monitored quarterly through a structured process that involves gathering and analyzing data on various aspects of the plan. This will include academic performance, student behavior, teacher professional development, and resource allocation. The data will be reviewed by the school leadership team to assess the progress and effectiveness of the implemented strategies. The findings and progress reports will be shared with an advisory committee, school staff, and district leadership to facilitate collaboration and transparency.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	74.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	71.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days							88	76	96	260
One or more suspensions							55	60	58	173
Course failure in English Language Arts (ELA)							17	34	16	67
Course failure in Math							22	20	3	45
Level 1 on statewide ELA assessment							97	125	135	357
Level 1 on statewide Math assessment							127	84	103	314
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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							122	114	114	350

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							21	12		33
Students retained two or more times							6	3		9

Prior Year (2023-24) As Last 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 school days							91	116	100	307
One or more suspensions							48	67	76	191
Course failure in ELA							8	22	33	63
Course failure in Math							24	12	35	71
Level 1 on statewide ELA assessment							131	141	128	400
Level 1 on statewide Math assessment							167	94	74	335
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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							129	125	124	378

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							17	14		31
Students retained two or more times							4	2		6

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	43	57	53	44	54	49	48	59	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	47	56	56				46		
ELA Learning Gains Lowest 25%	48	50	50				33		
Math Achievement *	51	65	60	52	61	56	49	37	36
Math Learning Gains	58	65	62				56		
Math Learning Gains Lowest 25%	61	60	60				52		
Science Achievement *	46	56	51	43	56	49	51	62	53
Social Studies Achievement *	61	73	70	61	72	68	69	62	58
Graduation Rate								59	49
Middle School Acceleration	50	77	74	58	76	73	75	51	49
College and Career Readiness								76	70
ELP Progress	56	65	49	34	50	40	53	80	76

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	521
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	52%	53%	45%		53%	57%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	34%	Yes	5	
English Language Learners	46%	No		
Asian Students	52%	No		
Black/African American Students	42%	No		
Hispanic Students	51%	No		
Multiracial Students	54%	No		
White Students	64%	No		
Economically Disadvantaged Students	48%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	4	3
English Language Learners	34%	Yes	1	
Asian Students	60%	No		
Black/African American Students	37%	Yes	1	
Hispanic Students	48%	No		
Multiracial Students	60%	No		
White Students	68%	No		
Economically Disadvantaged Students	44%	No		

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%
Students With Disabilities	29%	Yes	3	2
English Language Learners	44%	No		
Native American Students				
Asian Students	60%	No		
Black/African American Students	44%	No		
Hispanic Students	52%	No		
Multiracial Students	62%	No		
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	48%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%		47%	48%	51%	58%	61%	46%	61%	50%			56%
Students With Disabilities	15%		37%	43%	27%	56%	58%	13%	29%	37%			25%
English Language Learners	23%		44%	57%	33%	64%	69%	24%	42%	47%			56%
Asian Students	46%		45%		54%	61%							
Black/African American Students	28%		37%	40%	37%	54%	60%	36%	46%	43%			
Hispanic Students	38%		47%	53%	48%	59%	64%	36%	59%	46%			55%
Multiracial Students	54%		40%		65%	52%	50%	58%	58%	56%			
White Students	64%		59%	62%	69%	62%	60%	67%	79%	57%			
Economically Disadvantaged Students	35%		44%	47%	47%	56%	59%	40%	52%	45%			56%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	44%				52%			43%	61%	58%			34%
Students With Disabilities	17%				28%			19%	30%				17%
English Language Learners	22%				33%			16%	40%	38%			54%
Asian Students	57%				63%								
Black/African American Students	32%				38%			30%	46%	38%			
Hispanic Students	41%				49%			41%	54%	51%			54%
Multiracial Students	54%				63%			42%	81%	58%			
White Students	59%				67%			59%	82%	73%			
Economically Disadvantaged Students	36%				44%			34%	55%	46%			50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	18%		28%	21%	19%	41%	40%	13%	37%				45%
English Language Learners	27%		42%	33%	30%	50%	47%	29%	50%	77%			53%
Native American Students													
Asian Students	50%		36%		70%	81%		64%					
Black/African American Students	34%		37%	32%	36%	53%	52%	34%	60%	60%			
Hispanic Students	47%		47%	29%	45%	53%	52%	48%	69%	81%			52%
Multiracial Students	61%		59%		56%	52%		68%	81%	60%			
Pacific Islander Students													
White Students	63%		54%	46%	67%	62%	48%	70%	75%	81%			
Economically Disadvantaged Students	39%		43%	31%	40%	53%	49%	42%	61%	69%			51%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	41%	59%	-18%	54%	-13%
Ela	7	42%	56%	-14%	50%	-8%
Ela	8	41%	53%	-12%	51%	-10%
Math	6	42%	67%	-25%	56%	-14%
Math	7	61%	69%	-8%	47%	14%
Math	8	29%	30%	-1%	54%	-25%
Science	8	45%	54%	-9%	45%	0%
Civics		58%	72%	-14%	67%	-9%
Algebra		48%	53%	-5%	50%	-2%
Geometry		69%	55%	14%	52%	17%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		50%	19%	31%	17%	33%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

There was significant improvement in science achievement and English Language Proficiency (ELP) progress. Science achievement increased from 43 points to 46 points, while ELP progress increased from 34 points to 46 points. The implementation of small group instructional delivery models during the 90-minute instructional block and the use of digital tools, such as virtual labs and intervention/enrichment lessons, contributed to this progress. Additionally, teachers facilitated small groups, differentiated instruction, and incorporated daily lab activities.

Lowest Performance

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

The accountability component with the lowest performance was ELA achievement. Contributing factors for last year's performance included personnel turnover, three vacancies in ELA instruction, and standard class sizes for traditional level courses with limited school-day interventions and support staff to provide individualized instruction.

Greatest Decline

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

The accountability component with the greatest decline was middle school acceleration. The contributing factors for last year's performance was improper student placement and delayed interventions and support through school day interventions.

Greatest Gap

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.

The greatest gap between the school component and the state average is represented with a 25 point

difference in the component of 8th grade math. A contributing factor was little to no differentiated instruction and small group rotations. Tutorial participation was low and class sizes for traditional classes were upwards of 22 with no additional teacher in the classroom.

EWS Areas of Concern

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

A potential area of concern is student achievement for students with disabilities and students represented in the lowest quartile.

Highest Priorities

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

The highest priorities are increasing student proficiency in the following areas:

- ELA
- Core content classes for students with disabilities
- Lowest quartile in math and ELA

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA achievement is the lowest of the accountability component and represents a one point decline from the previous academic year. This is a critical area because literacy is needed across all content areas and ELA serves as a core content area that supports literacy needs required for proficiency in each content area.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2023 - 2024 ELA achievement was 43 points and reflects a one-point decline from the previous school year. The measurable outcome is attaining 52 points, which exceeds the state average by 3 points. To secure such achievement, the following targets will be established for each grade level:

6th—Prior year proficiency was 41 percent, which is 13 points below the state average. Based on these data points, the targeted outcome for 6th grade is 54 points in achievement.

7th - prior year proficiency was 42 percent which is 8 points below state average. Based on these data points, the targeted outcome is 50 points in achievement for 7th grade.

8th - prior year proficiency was 41 percent which is 10 points below state average. Based on these data points, the targeted outcome is 51 points in achievement for 8th grade.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored weekly during Tier II departmental data meetings and through regular assessments, data analysis, progress tracking, and ongoing discussions and planning with teachers. Administration and teachers will gather and analyze data on student performance weekly to

identify areas of improvement and implement targeted interventions. Weekly monitoring of iReady is 45 minutes weekly, and 75 percent of lessons are planned.

The two areas of focus are ELA achievement and Students with disabilities. To meet the goals of these two focus areas, a 90-minute instructional block will feature intervention-focused station rotation. Teachers will use a variety of resources including:

- iReady standards mastery, lesson path, and phonics for reading, teacher toolbox
- Foundational reading
- Learning strategies

Weekly monitoring for iReady will consist of:

- 45 minutes weekly
- 75 percent of lessons passed

Student groups will be based on achievement data and will be adjusted as student performance changes. A schedule for tutorial support will be established using a push-in and pull-out small group model. A certified reading teacher and an ESOL/ESE certified remedial teacher will offer push-in and pull-out support in math, science, and civics to reinforce reading in the content area. High-needs student groups identified through the small group instructional delivery model will be chosen for additional tutorial opportunities beyond the regular school day.

Person responsible for monitoring outcome

Crystal Higgs (Principal), Rebecca Rutkowski (Assistant Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Content Area Reading iReady Lesson paths iReady Standards mastery Support facilitation Push-in and pull-out literacy small group instruction Literacy intervention placement - weekly during homeroom

Rationale:

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 included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Small group Instructional Delivery Model

Person Monitoring:

Crystal Higgs - Rebecca Rutkowski

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A 90-minute instructional block will feature a small group instructional delivery model to customize instruction through small groups. Student groups will be based on achievement data and will be adjusted as student performance changes. A schedule for tutorial support will be established using a push-in and pull-out small group model. A certified reading teacher and an ESOL/ESE certified remedial teacher will offer push-in and pull-out support in math, science, and civics to reinforce reading in the content area. High-needs student groups identified through the small group instructional delivery model will be chosen for additional tutorial opportunities beyond the regular school day. The two areas of focus are ELA achievement and Students with disabilities. To meet the goals of these two focus areas, a 90-minute instructional block will feature intervention-focused station rotation. Teachers will use a variety of resources, including: iReady standards mastery, lesson path, and phonics for reading, teacher toolbox iXL diagnostic and individualized learning plans Math Nation Foundational reading Algebra Workshop Learning strategies Weekly monitoring for iReady will consist of: 45 minutes weekly 75 percent of lessons passed Student groups will be based on achievement data and will be adjusted as student performance changes. A schedule for tutorial support will be established using a push-in and pull-out small group model. A certified reading teacher and an ESOL/ESE certified remedial teacher will offer push-in and pull-out support in math, science, and civics to reinforce reading in the content area. High-needs student groups identified through the small group instructional delivery model will be chosen for additional tutorial opportunities beyond the regular school day.

Action Step #2

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of

differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The ESSA subgroup Students with Disabilities (SWD) achievement is a crucial area of focus because this area is essential for fostering an inclusive learning environment and enhancing overall achievement for all learners. A focus on the ESSA subgroup SWD ensures that students receive the specific resources and support they need to meet achievement markers. This focus enhances and contributes to a more equitable and inclusive learning environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The ESSA subgroup Students with Disabilities (SWD) achievement levels was represented with 34 percent of the federal points index. This represents a 12 point gap between the next lowest performing subgroup. 34 percent of the federal index showcases a 12 point increase from 22 percent in the 2022 - 2023 academic year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored weekly during Tier II departmental data meetings and through regular assessments, data analysis, progress tracking, and ongoing discussions and planning with teachers. Administration and teachers will gather and analyze data on student performance weekly to identify areas of improvement and implement targeted interventions.

Person responsible for monitoring outcome

Crystal Higgs - Daniel Thompson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Foundations for Reading Curriculum iReady standards mastery, lesson path, and phonics for reading, teacher toolbox iXL diagnostic and individualized learning plans Math Nation Algebra Workshop Learning strategies

Rationale:

Foundational reading curriculum to support students with disabilities who demonstrate low achievement levels in literacy. This curriculum is used by certified reading teachers to support the growth and development in phonemic awareness, phonics and word study, vocabulary, automaticity/ fluency, and comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

iReady Foundations for Reading Curriculum iReady standards mastery, lesson path, and phonics for reading, teacher toolbox Learning strategies

Rationale:

iReady offers adaptive assessments to identify students' learning needs and then creates individualized learning paths to support their unique requirements. The program also includes targeted instruction, interactive learning activities, and progress tracking to ensure students with disabilities receive the specific support they need to succeed. Through its use, the aim is to provide an inclusive learning environment where students of all abilities can thrive. Schools have access to a variety of interventions to meet the needs of individual students. This allows all areas of reading to be addressed, from foundations to comprehension, across the K-12 continuum.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Accelerate Achievement and Learning Growth of Students with Disabilities

Person Monitoring:

Crystal Higgs - Daniel Thompson

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A 90-minute instructional block will feature a small group instructional delivery model to customize instruction through small groups. Student groups will be based on achievement data and adjusted as student performance changes. A schedule for tutorial support will be established using a push-in and pull-out small group model. A certified reading teacher and an ESOL/ESE certified remedial teacher

will offer push-in and pull-out support in math, science, and civics to reinforce reading in the content area. High-needs student groups identified through the small group instructional delivery model will be chosen for additional tutorial opportunities beyond the regular school day. The area of focus will be monitored weekly during Tier II departmental data meetings and through regular assessments, data analysis, progress tracking, and ongoing discussions and planning with teachers. Administration and teachers will gather and analyze student performance data weekly to identify improvement areas and implement targeted interventions. Monitoring will occur through student performance indicators in the following programs: Foundations for Reading Curriculum iReady standards mastery, lesson path, and phonics for reading, teacher toolbox iXL diagnostic and individualized learning plans Math Nation Algebra Workshop Learning strategies

Action Step #2

Targeted Tier Support

Person Monitoring:

Crystal Higgs - Daniel Thompson

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A schedule for weekly intervention will be established to allocate a minimum of 30 extra minutes during the school day for targeted support for the SWD subgroup. Students will be grouped based on data and achievement performance, with lessons tailored to address specific learning gaps. A push-in schedule will be developed for academic tutors and academic paraprofessionals to provide instructional support to SWD in science and social studies. The interventions and tutorial schedule will be created through school and district assessments and data from the following interventions: Foundations for Reading Curriculum iReady standards mastery, lesson path, and phonics for reading, teacher toolbox iXL diagnostic and individualized learning plans Math Nation Algebra Workshop Learning strategies

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The highest priority, with the most significant decline, is ELA achievement, -1 points from the previous academic year. Although gain is the lowest quartile, the achievement levels continue to be less than the district and state average.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The lowest quartile achievement in ELA for the 23-24 school year was 48 percent, and the Math lowest quartile achievement was 61 percent. The plans for achievement for the 24-25 school year are:

ELA lowest quartile will increase by 25 points with a measurable outcome of 73 percent.
MATH lowest quartile will increase by 14 points from attainment of 71 percent to 75 percent,

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored weekly during Tier II departmental data meetings and through regular assessments, data analysis, progress tracking, and ongoing discussions and planning with teachers. Administration and teachers will gather and analyze data on student performance weekly to identify areas of improvement and implement targeted interventions. Weekly monitoring of iReady is 45 minutes, and 75 percent of lessons are planned.

To meet the goals of these two focus areas, a 90-minute instructional block will feature intervention-focused station rotation. Teachers will use a variety of resources, including:

- iReady standards mastery, lesson path, teacher toolbox
- Foundational reading
- Learning strategies
- Math nation
- iXL
- Algebra workshop
- School-day interventions with push-in and pull-out tutors and academic paraprofessionals
- Intervention based homeroom
- Targeted tutoring and offerings beyond the school day
- FEV tutor

Weekly monitoring for iReady will consist of:

- 45 minutes weekly
- 75 percent of lessons passed

Student groups will be based on achievement data and will be adjusted as student performance changes. A schedule for tutorial support will be established using a push-in and pull-out small group model. A certified reading teacher and an ESOL/ESE certified remedial teacher will offer push-in and pull-out support in math, science, and civics to reinforce reading in the content area. High-needs student groups identified through the small group instructional delivery model will be chosen for additional tutorial opportunities beyond the regular school day.

Person responsible for monitoring outcome

Crystal Higgs - Adrienne Roupe (Instructional Coach) - Zuraima Bravo (Instructional Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Intervention

Person Monitoring:

Crystal Higgs

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The area of focus will be monitored weekly during Tier II departmental data meetings and through regular assessments, data analysis, progress tracking, and ongoing discussions and planning with teachers. Administration and teachers will gather and analyze data on student performance weekly to identify areas of improvement and implement targeted interventions. Weekly monitoring of iReady is 45 minutes, and 75 percent of lessons are planned. To meet the goals of these two focus areas, a 90-minute instructional block will feature intervention-focused station rotation. Teachers will use a variety of resources, including: iReady standards mastery, lesson path, teacher toolbox Foundational reading Learning strategies Math nation iXL Algebra workshop School-day interventions with push-in and pull-out tutors and academic paraprofessionals Intervention based homeroom Targeted tutoring and offerings beyond the school day FEV tutor Weekly monitoring for iReady will consist of: 45 minutes weekly 75 percent of lessons passed Student groups will be based on achievement data and will be adjusted as student performance changes. A schedule for tutorial support will be established using a push-in and pull-out small group model. A certified reading teacher and an ESOL/ESE certified remedial teacher will offer push-in and pull-out support in math, science, and civics to reinforce reading in the content area. High-needs student groups identified through the small group instructional delivery model will be chosen for additional tutorial opportunities beyond the regular school day.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

There was a 35 percent to 30 percent decrease (+5) from the 22-23 school year to the 24-25 school year for students who had more than 15 absences and a 41 percent to 37 percent decrease (+4) from the 22-23 school year to the 24-25 school year for students who had more than 10 absences. The following are the intended outcomes for the 24-25 school year:

By 9 percentage points, the percentage of students with 15 or more absences will be reduced. The students with 10 or more absences will be reduced by 10 percentage points, resulting in only 20 percent of students having 10 or more absences

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored monthly during MTSS/PBIS meetings and through regular attendance tracking, data analysis, progress tracking, and ongoing discussions and planning with students, parents, and teachers. MTSS AND PBIS team members will gather and analyze data on student attendance and behavior to implement targeted interventions. Weekly monitoring will occur through:

Attendance Dashboard

Attendance/Action Planning Team Meetings

Drop-out prevention teacher-student meetings

Social worker home visits

Student/family support plans collaboratively developed and monitored by SCSO to support truancy.
Secure weekly reports from the SCSO Truancy Center

Person responsible for monitoring outcome

Crystal Higgs - Jania Fuller

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Targeted implementation support through MTSS Framework and Drop Out Prevention Teacher.

Person Monitoring:

Crystal Higgs - Jania Fuller

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collect and analyze data to identify students who may require additional support. Data sources could include academic performance data, behavior data, and other relevant information to complete the tiering process. Design tiered interventions to address the needs of different groups of students. This could involve providing additional instruction, intervention programs, or behavioral support through identified pathways in the MTSS planning or Drop out prevention teacher-student sessions.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

The SIP will be disseminated through the newsletter, School Advisory Council and the website in English and Spanish.

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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Millennium Middle School will implement strategies such as hosting regular family events and workshops, conducting parent-teacher conferences, establishing open communication channels, and involving parents in decision-making processes through PTSA, roundtables, and surveys. Additionally, providing resources for families and seeking feedback on their experiences will help build positive relationships.

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

Plans to Strengthen the Academic Program

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. (ESEA Section 1114(b)(7)(ii))

The two areas of focus are ELA achievement and Students with disabilities. To meet the goals of these two focus areas, a 90-minute instructional block will feature intervention-focused station rotation. Teachers will use a variety of resources including:

- iReady standards mastery, lesson path, and phonics for reading, teacher toolbox
- iXL diagnostic and individualized learning plans
- Math Nation
- Foundational reading
- Algebra Workshop
- Learning strategies

Weekly monitoring for iReady will consist of:

- 45 minutes weekly
- 75 percent of lessons passed

Student groups will be based on achievement data and will be adjusted as student performance changes. A schedule for tutorial support will be established using a push-in and pull-out small group model. A certified reading teacher and an ESOL/ESE certified remedial teacher will offer push-in and pull-out support in math, science, and civics to reinforce reading in the content area. High-needs student groups identified through the small group instructional delivery model will be chosen for additional tutorial opportunities beyond the regular school day.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from

these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

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 Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

Millennium will provide implicit and explicit instruction of academic, social, and emotional skills through district SEL lessons. The School Social Workers coordinate with school personnel, parents, community agencies, and students to promote optimal learning outcomes.

Millennium Middle School will partner with the Peace and Justice Institute (PJI) to facilitate a PJI Whole School Resilience Program. The program will offer opportunities for staff, students, and parental development. The goal is to build strong relationships among school employees, teachers, and students using a resilience perspective, supporting self-regulation in adults and children.

Preparing for Postsecondary Opportunities and the Workforce

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

Students will participate in the LEAP series of courses, which includes learning, exploring, and advancing pathways. In these courses, they will learn about career opportunities, cluster careers, and computer science pathways.

Addressing Problem Behavior and Early Intervening Services

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

Students are identified as being at risk based on their academic and/or behavior data. Once identified, the team monitors the student to make informed decisions concerning appropriate progress monitoring and the adjustment of supports based on the student's response to research-based interventions. The following actions will be taken to support problem behaviors:

- Proactive monitoring and interventions through early identification and tiering

- Behavior Interventionist will monitor and meet with students with early indicators of problem behavior.
- School-wide mentoring program for students in the top 10 percent of reoccurring problem behaviors
- Partnering with local mentoring organization Vibrant Families to mentor a cohort of incoming 6th-grade students.
- Promote a positive school climate of empathy, honesty, and emotional intelligence, where difficult situations and conflicts can be addressed skillfully with compassionate care and restorative practices.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Weekly professional development opportunities for teachers, support facilitators, academic paraprofessionals, and school personnel will include the following:

- District instructional coach PD on respective content areas
- International Baccalaureate Middle Years Program Training
- Vertical and Horizontal Articulation
- Teacher Choice Offerings include conditions for learning, classroom management, arts integration, differentiated instruction, small group instruction, data-driven practices, lesson study, and co-facilitation.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00