Millennium Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

Millennium Middle School

2330 E SR 46, Sanford, FL 32771

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

Demographics

Principal: Crystal Higgs

Start Date for this Principal: 1/7/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (57%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Antmann, John	Principal	Supervise Instructional Leaders/Instructional Programs
Dukes, Datasha	Assistant Principal	Science, World Languages, Career/Technical Education, Assessment Programs, Physical Education
Grenon, Trina	Assistant Principal	Exceptional Student Education, English/Language Arts, Positive Behavior, Intervention Programs
Razgha, Alexandra	Assistant Principal	Mathematics, Reading Intervention Programs, Student Scheduling, Student Counseling
Thompson, Dan	Assistant Principal	Social Studies, School Choice Programs, Fine and Performing Arts, Magnet Program Coordination, ESOL Program
Smith, Deborah	Other	Campus Facilities, Campus Safety, Assessment Programs, Instructional Materials
Rodriguez, Daniel	Dean	8th Grade Behavior, HOPE Coordinator, High School Transition Liaison
Handler, Stephanie	Dean	6th Grade Behavior, HOPE Coordinator, Transportation Coordinator
Gilmore, Nathan	Dean	7th Grade Behavior, HOPE Coordinator, Anti-Bullying Coordinator

Demographic Information

Principal start date
Tuesday 1/7/2020, Crystal Higgs

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
24

Total number of teacher positions allocated to the school
93

Total number of students enrolled at the school
1,371

Identify the number of instructional staff who left the school during the 2020-21 school year.
16

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	509	419	444	0	0	0	0	1372
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	5	6	1	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	24	73	73	0	0	0	0	170
Course failure in Math	0	0	0	0	0	0	22	26	16	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	103	83	115	0	0	0	0	301
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	151	119	120	0	0	0	0	390
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	40	51	58	0	0	0	0	149

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	89	82	66	0	0	0	0	237
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 9/1/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	428	496	468	0	0	0	0	1392
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	4	98	81	0	0	0	0	183
Course failure in Math	0	0	0	0	0	0	3	83	107	0	0	0	0	193
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	62	70	0	0	0	0	149
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	88	89	78	0	0	0	0	255
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	17	62	70	0	0	0	0	149

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	60	89	72	0	0	0	0	221
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	428	496	468	0	0	0	0	1392
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	4	98	81	0	0	0	0	183
Course failure in Math	0	0	0	0	0	0	3	83	107	0	0	0	0	193
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	62	70	0	0	0	0	149
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	88	89	78	0	0	0	0	255
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	17	62	70	0	0	0	0	149

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	60	89	72	0	0	0	0	221
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	61%	54%	54%	60%	53%
ELA Learning Gains				51%	57%	54%	55%	56%	54%
ELA Lowest 25th Percentile				40%	45%	47%	44%	43%	47%
Math Achievement				55%	66%	58%	60%	66%	58%
Math Learning Gains				56%	64%	57%	61%	64%	57%
Math Lowest 25th Percentile				48%	52%	51%	53%	48%	51%
Science Achievement				41%	59%	51%	51%	62%	52%
Social Studies Achievement				62%	75%	72%	68%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	60%	-5%	54%	1%
Cohort Comparison						
07	2021					
	2019	48%	58%	-10%	52%	-4%
Cohort Comparison		-55%				
08	2021					
	2019	50%	61%	-11%	56%	-6%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	65%	-9%	55%	1%
Cohort Comparison						
07	2021					
	2019	53%	61%	-8%	54%	-1%
Cohort Comparison		-56%				
08	2021					
	2019	22%	32%	-10%	46%	-24%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	40%	57%	-17%	48%	-8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	74%	-14%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	61%	12%	61%	12%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	64%	36%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Common District Created Benchmark Assessments were utilized to progress monitor:
• ELA – Grades 6-8
• Mathematics – Grades 6-8 including high school Algebra and Geometry
• Science – Grade 8
• Civics – Grade 7

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	208/61%	168/48%	247/64%
	Economically Disadvantaged	124/51%	107/42%	159/55%
	Students With Disabilities	20/27%	13/17%	27/32%
	English Language Learners	7/19%	5/14%	12/32%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	200/58%	183/51%	212/57%
	Economically Disadvantaged	129/52%	115/44%	140/51%
	Students With Disabilities	36/46%	28/35%	38/49%
	English Language Learners	19/53%	16/47%	16/46%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	246/69%	278/76%	346/81%
	Economically Disadvantaged	152/60%	184/69%	233/76%
	Students With Disabilities	22/31%	35/51%	46/55%
	English Language Learners	10/37%	11/41%	17/52%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	234/67%	230/64%	212/52%
	Economically Disadvantaged	154/62%	151/58%	135/46%
	Students With Disabilities	34/49%	26/39%	32/41%
	English Language Learners	12/48%	9/32%	7/21%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	275/76%	221/59%	257/62%
	Economically Disadvantaged	173/67%	135/50%	157/53%
	Students With Disabilities	36/52%	18/25%	22/28%
	English Language Learners	10/40%	6/21%	8/24%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	254/77%	211/62%	273/69%
	Economically Disadvantaged	156/69%	120/52%	169/61%
	Students With Disabilities	17/37%	10/20%	15/26%
	English Language Learners	4/19%	2/8%	4/13%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	193/59%	201/60%	220/59%
	Economically Disadvantaged	107/48%	123/53%	135/52%
	Students With Disabilities	16/36%	16/35%	19/36%
	English Language Learners	2/11%	7/33%	7/27%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	206/63%	216/65%	271/68%
	Economically Disadvantaged	117/53%	121/54%	166/59%
	Students With Disabilities	12/27%	9/19%	15/27%
	English Language Learners	0	1/5%	4/13%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	26	25	14	24	25	20	23	7		
ELL	24	32	36	27	36	31	9	43			
ASN	68	69		65	38		69	83	82		
BLK	34	35	20	29	25	21	30	49	47		
HSP	46	44	35	43	39	42	40	56	49		
MUL	57	45		49	41	27	56	73	47		
WHT	64	52	24	65	46	38	67	75	72		
FRL	40	39	26	36	32	31	36	52	46		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	37	32	23	40	38	12	24			
ELL	17	35	36	28	50	47	9	37			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	72	66		81	68		80	71	87		
BLK	37	44	37	37	48	46	18	45	46		
HSP	48	47	41	53	54	47	37	65	59		
MUL	61	45		67	56		50	63	64		
WHT	72	62	49	72	66	55	65	77	76		
FRL	41	46	40	45	51	48	25	53	52		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	42	44	23	44	41	18	32			
ELL	18	38	38	32	52	55	14	36			
ASN	78	74		85	72		75	100	92		
BLK	36	48	46	41	51	49	25	52	46		
HSP	52	51	36	59	60	55	49	68	64		
MUL	61	56		77	78		67	77	75		
WHT	69	63	44	76	70	57	71	80	70		
FRL	44	51	43	51	56	52	39	59	52		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

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

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Increase achievement and learning gains African-American students, English language learners and for students with disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade 6-7 ELA reflects the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

What strategies will need to be implemented in order to accelerate learning?

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support, expanded use of SCPS early warning tracking and MTSS based support, and additional progress monitoring opportunities in ELA and mathematics for all students in grades 6-8.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Increasing academic achievement of African-American students, English language learners and students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome:	Increase achievement and learning gains for African-American students, English language learners and students with disabilities.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	John Antmann (john_antmann@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
Low 30% Monitoring
High Level 1 and High Level 2 Monitoring
Low Level 3 Acceleration
Collaborative Data Driven PLCs
Tutoring
See SCPS School Improvement Plan for additional details

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Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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 out 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 the stakeholders and their role in promoting a positive culture and environment at the school.

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.