Millennium Middle School

2022-23 Schoolwide Improvement Plan

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Millennium Middle School

2330 E SR 46, Sanford, FL 32771

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

Demographics

Principal: Crystal Higgs

Start Date for this Principal: 7/1/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2021-22 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	2021-22: C (53%) 2018-19: C (52%) 2017-18: B (57%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Antmann, John	Principal	Supervise Instructional Leaders, Instructional Programs, and Campus Operation
Grenon, Trina	Assistant Principal	English/Language Arts, Reading, ESOL, MTSS, Behavior Programs
Thompson, Dan	Assistant Principal	Mathematics, Student Scheduling, Counseling, School Advisory Council
Dukes, Datasha	Assistant Principal	Exceptional Student Education, Social Sciences, Physical Education, Section 504
Handler, Stephanie	Other	Campus Facilities, Campus Safety, Title 1 Compliance, Magnet Coordination, Community Involvement
Gilmore, Nathan	Dean	8th Grade Behavior, HOPE Coordinator, Transportation Services, High School Transition Liaison
Foster, Janna	Dean	6th Grade Behavior Programs, HOPE Coordinator, Elementary Transition Coordinator
Mitchell, Ashley	Dean	7th Grade Behavior Programs, HOPE Coordinator, PBIS, Anti-Bullying Programs

Demographic Information

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

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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.*
19

Total number of teacher positions allocated to the school
91

Total number of students enrolled at the school
1,375

Identify the number of instructional staff who left the school during the 2021-22 school year.
28

Identify the number of instructional staff who joined the school during the 2022-23 school year.
14

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	516	451	403	0	0	0	0	1370
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	50	26	30	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	4	19	33	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	10	16	31	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	109	106	116	0	0	0	0	331
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	178	100	104	0	0	0	0	382
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	20	30	31	0	0	0	0	81

Using current year data, complete the table below with the number of students identified as being "retained.":

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	57	47	51	0	0	0	0	155
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
Tuesday 8/16/2022

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	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	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	40	51	58	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	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	

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	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	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	40	51	58	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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	59%	50%				53%	61%	54%
ELA Learning Gains	46%						51%	57%	54%
ELA Lowest 25th Percentile	33%						40%	45%	47%
Math Achievement	49%	37%	36%				55%	66%	58%
Math Learning Gains	56%						56%	64%	57%
Math Lowest 25th Percentile	52%						48%	52%	51%
Science Achievement	51%	62%	53%				41%	59%	51%
Social Studies Achievement	69%	62%	58%				62%	75%	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	2022					
	2019	55%	60%	-5%	54%	1%
Cohort Comparison						
07	2022					
	2019	48%	58%	-10%	52%	-4%
Cohort Comparison		-55%				
08	2022					
	2019	50%	61%	-11%	56%	-6%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	56%	65%	-9%	55%	1%
Cohort Comparison						
07	2022					
	2019	53%	61%	-8%	54%	-1%
Cohort Comparison		-56%				
08	2022					
	2019	22%	32%	-10%	46%	-24%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	40%	57%	-17%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	74%	-14%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	61%	12%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	28	21	19	41	40	13	37			
ELL	27	42	33	30	50	47	29	50	77		
ASN	50	36		70	81		64				
BLK	34	37	32	36	53	52	34	60	60		
HSP	47	47	29	45	53	52	48	69	81		
MUL	61	59		56	52		68	81	60		
WHT	63	54	46	67	62	48	70	75	81		
FRL	39	43	31	40	53	49	42	61	69		
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

School-wide, there was positive growth in mathematics with limited movement with ELA data. Our subgroups gaps stayed consistent and our 7th grade data struggled in comparison to other groups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA learning gains, ELA proficiency, and ELA lower quartile learning gains.

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 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 2022 state assessments, showed the most improvement?

Math learning gains, math lower quartile learning gains, acceleration, and civics.

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?

Small group interventions, targeted AIP opportunities, behavior improvements to keep students in classrooms.

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 focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase achievement and learning gains for students with disabilities.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	John Antmann (john_antmann@scps.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Lessons aligned to B.E.S.T. benchmarks at the appropriate grade 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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in BEST standards training prior to and throughout the school year.

Teachers will participate in PLC meetings weekly with teachers of like grade levels and subject areas.

Person Responsible	John Antmann (john_antmann@scps.k12.fl.us)

Administrators will visit classrooms regularly to provide feedback to teachers and create loops to improve campus instruction.

Families and stakeholders will be surveyed regularly for feedback and input on school climate, culture, and events.

Person Responsible	John Antmann (john_antmann@scps.k12.fl.us)

Teachers will meet weekly as members of PLC's and COL's to review student assessment data and plan student interventions.

Teachers will receive quality instruction professional learning centered around the four PLC guiding questions.

Person Responsible   John Antmann (john_antmann@scps.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. In addition, faith-based leaders are invited to form a relationship with Millennium. Input was sought from the School Advisory Council (SAC) regarding this School Improvement Plan. Multiple parent involvement Title I nights are held each year, and these include student-led conferences discussing student progress.

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

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