Millennium 6 12 Collegiate Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Millennium 6 12 Collegiate Academy

5803 NW 94TH AVE, Tamarac, FL 33321

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Providing all students with high-quality, rigorous, and engaging instruction that is relevant and authentic.

Provide the school's vision statement.

Educating students to be college and career-ready, socially conscious, and productive citizens in their community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gayle, Lisa	Assistant Principal	Supervises professional development, clerical staff, leadership team as well as the English Language Department, Reading Department.
Edun, Narissa	Assistant Principal	Supervises the master schedule, facilities school improvement plan and school advisory council/forum, school counseling department, social studies and math departments.
Jean, Kim	Reading Coach	To monitor Literacy data and model lessons for all English Language Arts and Reading teachers. Support content area teachers in literacy school wide strategies.
Schorr, Jennifer	Math Coach	Math Coach, monitors all math assessments and data, models for math teachers, and serves as our ESOL Contact for all ELL students.
McBurrows, Shuntice	Teacher, ESE	ESE Specialist, Creates schedules for all ESE paraprofessionals, holds IEP meetings, and conducts professional learning on teaching SWD students.
Ledgister, Sheree	School Counselor	Monitors student promotion and graduation status. Counsels students as needed as well as refers students for CPST evaluation as the RTI coordinator.
Pizzo, Frank	Assistant Principal	Intern Principal who supervises athletics, activities, safety and security as well as oversees the science, electives and exceptional students education department.
Harrigan, Gastrid	Principal	School Leader and Operational Manager

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

The MSIP development process is a multi-faceted one, and it is important to involve a variety of stakeholders in order to ensure that the plan is successful.

At MCA, stakeholder involvement is essential in the developing a School Improvement Plan successfully. The process starts with the inclusion of the various sectors of stakeholders within the school. We start with our school leadership team. It is important to get their buy-in from the start. Our team includes representatives from all areas of the school, including academics, administration, and support staff.

Our teachers and school staff are also essential to the SIP development process. They are the ones who will be implementing the plan, and it is important to get their input on what will work best. Teachers

provide valuable information on the needs of their students, as well as the challenges they face.

Parents and students are also important stakeholders to included in the SIP development process. Parents provide valuable information on their children's needs, and they are a source of support for the plan. Our students provide input on their own learning needs, and they also help to promote the plan to their peers.

We involve families and business and community leaders in the SIP development process through hosting our monthly School Advisory Council meetings. Families provide valuable information on the needs of their children, and are a source of support for the plan. Our business partners provide resources and support for the plan, in addition to helping to promote the plan to the wider community.

By getting input from a variety of people, it is possible to create a plan that is comprehensive and that will be supported by everyone involved.

Once the SIP has been developed, we communicate it to all stakeholders. This done through a variety of methods, such as parent-teacher conferences, newsletters, and on our school website updates. Stakeholders are given the opportunity to provide feedback on the plan. The feedback received is used to improve the plan and to make sure that it is meeting the needs of all stakeholders.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

MCA school improvement plan (SIP) will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards particularly for those students with the greatest achievement gap. The following steps will be taken to monitor and revise the SIP:

1. The school will collect data on student achievement, attendance, and other relevant factors on a regular basis.
2. The school will analyze the data to identify trends and areas of need.
3. The school will use the data to make adjustments to the SIP as needed.
4. The school will provide regular feedback to stakeholders on the progress of the SIP.
5. The school will revise the SIP as necessary to ensure continuous improvement.

The following factors will be considered when revising the SIP:

- The results of the data analysis
- The input of stakeholders
- The needs of the students
- The resources available to the school

The school will ensure that the SIP is revised in a timely manner and that all stakeholders are informed of the changes. We will also ensure that the SIP is aligned with the State's academic standards and that it is focused on improving student achievement. The following are some examples of how the school might revise the SIP to
ensure continuous improvement:

- adding new interventions or programs to address the needs of students who are struggling, such as ELO camps

and additional push-in support
- adjusting the pacing of the curriculum to ensure that all students are reaching mastery on the standards taught
- additional support to teachers to help them implement the SIP effectively, such as on-going professional
developments

The school will continue to monitor the SIP and make adjustments as needed to ensure that it is effective in improving student achievement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-9
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	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 *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	45	78	82	205
One or more suspensions	0	0	0	0	0	0	140	163	134	437
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	8	10	20
Course failure in Math	0	0	0	0	0	0	5	2	3	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	112	121	158	391
Level 1 on statewide Math assessment	0	0	0	0	0	0	102	102	146	350
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	80	66	146

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	117	153	175	445

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	7	7
Students retained two or more times	0	0	0	0	0	0	2	0	8	10

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	47	74	58	216
One or more suspensions	0	0	0	0	0	0	126	143	77	350
Course failure in ELA	0	0	0	0	0	0	4	5	7	18
Course failure in Math	0	0	0	0	0	0	21	5	5	42
Level 1 on statewide ELA assessment	0	0	0	0	0	0	96	135	116	350
Level 1 on statewide Math assessment	0	0	0	0	0	0	124	131	114	372
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	49	31	10	90

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	121	161	106	398

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	8	8
Students retained two or more times	0	0	0	0	0	0	0	3	4	7

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	47	74	58	179
One or more suspensions	0	0	0	0	0	0	126	143	77	346
Course failure in ELA	0	0	0	0	0	0	4	5	7	16
Course failure in Math	0	0	0	0	0	0	21	5	5	31
Level 1 on statewide ELA assessment	0	0	0	0	0	0	96	135	116	347
Level 1 on statewide Math assessment	0	0	0	0	0	0	124	131	114	369
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	49	31	10	90

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	121	161	106	388

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	8	8
Students retained two or more times	0	0	0	0	0	0	0	3	4	7

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	55	53	52	57	55	52		
ELA Learning Gains				49			46		
ELA Lowest 25th Percentile				34			42		
Math Achievement*	44	52	55	46	47	42	34		
Math Learning Gains				57			19		
Math Lowest 25th Percentile				54			20		
Science Achievement*	45	50	52	47	52	54	46		
Social Studies Achievement*	77	68	68	65	64	59	54		
Middle School Acceleration	62	72	70	71	57	51	50		
Graduation Rate	100	68	74	100	50	50			
College and Career Acceleration	100	54	53	98	66	70			
ELP Progress	38	53	55	44	75	70	24		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	717
Total Components for the Federal Index	12
Percent Tested	99
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

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%
SWD	28	Yes	4	2
ELL	41			
AMI				
ASN	71			
BLK	67			
HSP	66			
MUL	55			
PAC				
WHT	75			
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	42			
AMI				
ASN	81			
BLK	60			
HSP	63			

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%
MUL	54			
PAC				
WHT	56			
FRL	61			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	51			44			45	77	62	100	100	38
SWD	24			23			14	50			4	
ELL	32			36			14	65	62		6	38
AMI												
ASN	78			63							2	
BLK	48			40			43	77	59	100	7	
HSP	51			48			45	75	68	100	8	38
MUL	53			57							2	
PAC												
WHT	67			54			55	91	57	100	7	
FRL	43			40			37	74	56	100	7	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	52	49	34	46	57	54	47	65	71	100	98	44
SWD	20	34	32	18	44	48	19	31				
ELL	35	43	34	33	56	67	23	46	38			44
AMI												
ASN	80	71		83	80			92				

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	51	45	32	43	55	52	44	64	69	100	100	
HSP	52	57	38	48	62	56	48	63	77	100	100	53
MUL	52	50		48	50		70					
PAC												
WHT	54	54	28	53	61	75	45	73	64			
FRL	48	48	38	43	55	52	43	63	72	100	98	70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	52	46	42	34	19	20	46	54	50			24
SWD	19	33	31	17	21	20	13	33				
ELL	31	46	41	25	25	26	21	49	33			24
AMI												
ASN	68	51		68	28		63		64			
BLK	49	44	42	31	16	16	45	52	47			
HSP	51	49	43	33	24	30	40	57	51			26
MUL	62	26		48	21		54	64	42			
PAC												
WHT	60	56	44	42	22	13	63	40	61			
FRL	47	45	42	32	19	21	39	52	44			15

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	93%	49%	44%	50%	43%
07	2023 - Spring	43%	49%	-6%	47%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	49%	-10%	47%	-8%
09	2023 - Spring	91%	49%	42%	48%	43%
06	2023 - Spring	47%	50%	-3%	47%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	54%	-11%	54%	-11%
07	2023 - Spring	43%	51%	-8%	48%	-5%
08	2023 - Spring	34%	46%	-12%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	38%	-5%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	48%	18%	50%	16%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	46%	33%	48%	31%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	63%	26%	63%	26%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	64%	6%	66%	4%

| HISTORY | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	62%	33%	63%	32%

III. Planning for Improvement

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

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

In 2023, our school's ELA achievement data on the FAST was 43%. It was the only content area that decreased. Students with Disabilities was the only subgroup that scored a 31%, which is below the 41% Federal Percent of Points Index. A contributing factor students struggle with is vocabulary building and reading comprehension. This school year, we will be implementing literacy strategies and vocabulary instruction for students to focus on vocabulary skill building across all content areas.

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

In 2023, students with disabilities (SWD) scored the following in all tested areas on the FAST PM3: 23% in ELA achievement, 28% in Math achievement. Contributing factors include a lack of consistency with small group instruction and the incorporation of literacy strategies and vocabulary cross-curricular.

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.

During the 2022-23 school year, the greatest gap was students performing below 28% average in Reading Across Genres and Vocabulary. The state average was 26%. Contributions to this was that students struggle with vocabulary building and reading comprehension. The Reading coach and teachers will create early
intervention groups to prepare students for the retake assessment during the beginning
of each quarter to ensure students have mastered the standards.

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

Students of other demographics are showing consistency and maintaining achievement levels and learning gains, including Asian, Black, Hispanic, Multiracial and White, along with English Language Learners and Economically Disadvantaged. We will increase support for SWDs with increased use of literacy and vocabulary strategies in ELA and cross all content areas in classrooms and provided more small group instruction with specified pull-out/push-in models.

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

In school year 2022-2023, our instructional staff included ESSR/Academic Coaches which provided students with pull-out/push-in support in ELA and Math. Unfortunately, due to staff shortages, these

coaches also stepped in to cover classes when substitutes were not provided. We are hoping that the continued help of a new hiring service we will not have to worry about substitute shortages.

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

1. Our school is now a block scheduled school, meaning instructional time shifted from 60-minutes to 90-minutes, alternating every other day. Providing professional development to our teachers to provide more quality instruction, small-group instruction, and more one-on-one interventions is a key priority.
2. Providing our students with exposure to more creative, engaging and fun learning with the infusion of STEM instruction into new elective courses.

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities achievement scores are statistically reduced over the last few years. It is the only ESSA subgroup in which we scored below 41% Federal Index.

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

As of June 2024, our school will increase proficiency by 3% in ELA and 5% in math, within the ESSA subgroup of Student with Disabilities as measured by the ELA and Math FAST assessments.

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

Monthly Common Formative Assessment Results and Monthly Shared Best Practices within Professional Learning Communities and trainings provided on Professional Study Days. All ESE certified teachers are involved in general education curriculum planning through PLC and Wednesday workshops

Person responsible for monitoring outcome:

Frank Pizzo (frank.pizzo@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PLC Meetings where general education curriculum is discussed with ESE teachers regardless of if the student is on Access Points. Within common planning periods, teachers will create Monthly Common Formative Assessment based on standards covered within a 3-week period. Students will be tested in week 4 or 5 and the results of these assessments will specifically identify Students with Disabilities learning trajectory and trends. The results of these findings will be used to modify instruction and increase the use of literacy strategies and math skills in all content areas.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When teachers common plan and collaborate on instructional strategies focused on increasing student learning growth, then the result is more targeted infusion of skills based on the data collected. Teachers can identify areas that need reteaching as well as areas of enrichment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional development opportunities to our faculty to assist our ESE students in attaining their IEP goals as well as incorporate literacy/math strategies that will aid in knowledge development

2. Provide our students with tutoring opportunities before and after school by utilizing SSI funds

3. Academic Coaches and Instructional Coaches will initiate pull-outs in elective classes to support ESE students and provide them with further support in core content area classes (math, science, social studies and language arts). Coaches will assist students in practicing skill development and homework assistance.

4. Progress Monitoring: Monthly Common Formative Assessment Results and Monthly Shared Best Practices within Professional Learning Communities and trainings provided on Professional Study Days. All ESE certified teachers are involved in general education curriculum planning through PLC and Wednesday workshops.

Person Responsible: Frank Pizzo (frank.pizzo@browardschools.com)

By When: Ongoing thru June 2024

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Within the past 5 years, teacher retention has been an increasing issue at the school. Teachers have left the school and profession overall, for various reasons. The most common complaints have been due to low compensation and high inflation, increased workloads, stress, and poor student behavior and classroom management.

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

During the 2022-2023 school year, Millennium 6-12 Collegiate Academy retained 79% of their teachers.

By August 2024, MCA will retain 85% or more of the teachers from the following year as evidenced by the 2024-2025 faculty roster.

We will create a positive culture and environment specifically related to teacher retention by the following:

1. Offering teachers opportunities for professional development. Teachers will be kept engaged and motivated
to provide them with opportunities to learn and grow, learn classroom management skills and strategies. This
includes providing them with access to professional development courses, conferences, and workshops.

2. Creating a supportive and collaborative environment. Teachers need to feel like they are part of a team and
that they have the support of their colleagues and administrators. This can be created by providing opportunities for teachers to collaborate and share ideas, as well as by creating a culture of trust and respect

3. Recognizing and celebrating teacher achievements. Making teachers feel appreciated by recognizing them
for their accomplishments, both big and small.

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

The specific measurable outcomes will be monitored weekly through professional development opportunities, walkthroughs with star notes, teacher collaborative opportunities during PLCs.

Person responsible for monitoring outcome:

Frank Pizzo (frank.pizzo@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional developments will be facilitated continuously throughout the year during Wednesday Workshops, district trainings and professional learning communities (PLC).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Professional development (PD) can improve teacher retention by improving job satisfaction. When teachers learn new skills that are relevant to their needs and their students' needs, they are more satisfied with their jobs.
Which in turn increases their confidence. Continued learning can give teachers a sense of purpose and confidence in their abilities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher Collaboration Opportunities (PLCS)/Professional Development Calendar.

Offering teachers opportunities for professional development. Teachers will be kept engaged and motivated to provide them with opportunities to learn and grow, learn classroom management skills and strategies. This
includes providing them with access to professional development courses, conferences, and workshops.

Person Responsible: Lisa Gayle (lisa.gayle@browardschools.com)

By When: Ongoing thru June 2024

Recognizing Teachers/ Appreciation

Person Responsible: Kim Jean (kim.jean@browardschools.com)

By When: Weekly thru June 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on needs is necessary to cultivate an equitable learning environment and school culture. Student data and evidence are utilized for making informed and effective resource allocation decisions in order to identify the needs and priorities of students in very subgroup. Teachers present their requests to the School Advisory Council, who in turn votes to approve or deny the requests. If the requests are approved, items are purchased through the School Accountability Funds.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

MCA will disseminate information regarding the SIP, UniSIG budget and SWP to all stakeholders by the following methods:

1. School Website: https://www.browardschools.com/millennium
The SIP and its progress will be shared on the school's website. This will make it easy for stakeholders to find
the information they need, and it will also provide a central location for all stakeholders to stay up-to-date on
the SIP.

2. Email:
The school will send out regular emails to stakeholders with updates on the SIP.

3. Social media:
MCA will use our social media platforms to share information about the SIP.

4. Monthly School Advisory Council meetings:
The school will hold town hall meetings to discuss the SIP with stakeholders. This will be a great opportunity for
stakeholders to learn more about the SIP and to ask questions.

The school will also make sure to provide information about the SIP in a multi-languages that parents of our school demographics can understand.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and other community stakeholders in order to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress by communicating regularly with parents and families through a variety of channels, including email, phone calls, newsletters, and social media. The school will also hold regular parent-teacher conferences and other events to provide opportunities for parents and families to get involved in their child's education. Additionally, the school will be transparent about its goals and policies with parents and families. This will help parents and families understand what the school is trying to achieve and how they can help. The school will involve parents and families in decision-making about the school. This will help ensure that the school is meeting the needs of all students and families.

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

MCA will strengthen its academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Some of these strategies include:

1. Implementing a School-wide Literacy Plan. Every content area will integrate literacy strategies in their instructional practices.
2. Provide a rigorous curriculum by following district approved pacing guides and instructional materials. MCA will
provide a rigorous curriculum by offering challenging courses, setting high expectations for students achievement, and providing students with opportunities to be engaged in real-world learning.
3. Facilitating on-going professional developments for teachers and staff. This will empower our teachers to stay
up-to-date on the latest research and best practices, and to develop the skills they need to effectively teach
their students.
4. Create a positive school environment that will improve teacher retention rates.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable