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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved on 10/7.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

"The mission of Milwee Middle School Pre-Engineering Magnet is to capture and inspire students by improving teaching techniques to ensure that all students acquire the knowledge, skills, and attitudes necessary to meet the challenges of a rapidly changing world, and to reach their full potential as lifelong learners and productive citizens".

Provide the school's vision statement

The vision of Milwee Middle school is to integrate to innovate our magnet theme by providing ALL our students a way to explore and find their passion leading to a sense of purpose; making connections with real-world experiences and the classroom in collaboration with our teachers, parents, students and community.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Breezi Johnson

breezi_johnson@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Oversees all school operations

Leadership Team Member #2

Employee's Name

Christen Brundidge

christen_brundidge@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Principal Designee - Supervises English Language Arts and Reading. Coordinates, SAC/SIP, Literacy Committee, Summer Bridges Reading Program, Read to Lead, Literacy Night/Family Involvement, Social Media, Induction Program, Student Attendance and Truancy, Restorative Practice Task Force, Induction, Lyman HS Cluster, Title IX, and Threat Assessment Co-Chair.

Leadership Team Member #3

Employee's Name

Bo Bruen

bo_bruen@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervises Science and Social Studies. Coordinates Facilities and Custodial Services, Master Scheduling, Testing, Opening Week, Tutorial, Open House, Skyward, eCampus/CANVAS, Clubs, IS Advisory, Non-Instructional Personnel, and School Website, Technology, PTSA Liaison, Restorative Practice Task Force.

Leadership Team Member #4

Employee's Name

Bryan Turner

bryan_turner@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervises Math and Physical Education. Coordinates Master Scheduling, Testing, PrePlan, Professional Development, School Messenger, Math Night/Family Involvement, Summer Bridges

Math & Algebra, Grade Book/Report Cards/Progress Reports, Bell Schedules, Restorative Practice Task Force, and Messages to Milwee Families.

Leadership Team Member #5

Employee's Name

Debra Boss

bossdk@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervises ESE, Electives and Discipline. Coordinates, Virtual School, Industry/Digital Tools Certification, Discipline Committee, MTSS Committee, PBIS Administrator, Academic and Behavioral Interventions, Restorative Practice Task Force, Threat Assessment Chair and Spartan Time (Social Emotional Health).

Leadership Team Member #6

Employee's Name

Luis Alvarado

luis_alvarado@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

Responsible for Discipline, Transportation, School Security, Student Recognition, Mentor Program, MTSS Committee, Bullying Prevention Contact, Red Ribbon Week, JDC Contact, and Violence Prevention Month.

Leadership Team Member #7

Employee's Name

Michael Finetto

finettmz@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

Responsible for Discipline, School Security, Fire and Emergency Drills, Student Supervision,

Restorative Practice Coordinator, Student Recognition, Mentor Program, MTSS Committee, Bullying Prevention, Red Ribbon Week, Violence Prevention Month

Leadership Team Member #8

Employee's Name

Cassandra Cain

caincd@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Coordinates Facilities and Custodial Services, Substitutes, Title 1, Inventory and Technology Services, Clinic Supervision, Dividends Coordinator, Faculty and Staff Recognition, Extracurricular Student Activities/Clubs/Sports

Leadership Team Member #9

Employee's Name

Candace Jackson

Position Title

Literacy Instructional Coach

Job Duties and Responsibilities

Instructional Coach supporting literacy school wide across all content areas (Reading, Language Arts, Math, Science, Social Studies, and Electives)

Leadership Team Member #10

Employee's Name

Amara Armstrong

armstrar@scps.k12.fl.us

Position Title

Math Coach

Job Duties and Responsibilities

Instructional Coach supporting literacy and mathematics integration school-wide across all content areas (Reading, Language Arts, Math, Science, Social Studies, and Electives), New Educator Support Team Leader

Leadership Team Member #11

Employee's Name

Christina Drew

drewcj@scps.k12.fl.us

Position Title

Magnet/MYP Coordinator

Job Duties and Responsibilities

Coordinates Magnet Integration, IB Middle Years Programme Coordinator, Spartan Time, Newsletter

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Milwee involved parents and the community in developing this plan by using data received from the Snapshot Survey, 5 Essentials Survey and School Safety Survey as consideration from students, parents, and faculty and staff. The School Improvement Plan, along with the survey data was shared with the School Advisory Council, composed of school leadership, faculty and non-instructional staff, parents, and community members and their direct input was used. Information can be translated into Spanish during the SAC discussion of the SIP to ensure all stakeholders understand the School Improvement Plan and its implementation. Milwee developed a PowerPoint to summarize the goals and action steps detailed in the SIP and has this presentation posted on the ALL THINGS MILWEE eCampus course.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Milwee Middle School's effective implementation of the SIP, especially pertaining to its impact on

increasing student achievement in meeting academic standards, will be continuously monitored and evaluated through the lens of student achievement, behavioral, and discipline data. Systematic monitoring of data will take place each week at our Administrator's meeting, see below.

Focus 1: Student Achievement

1. Increase student Learning Gains for ALL students according to state learning gain metrics, especially those in the lowest quartile and students with disabilities
2. Implement rigorous instruction within IB Middle Years Programme
3. Provide advanced opportunities and pre-engineering magnet learning opportunities for all students

Focus 2: Student Attendance

1. Identify Students with 5+ Absences each quarter and contact families
2. Work with School Counselors and Social Worker to ensure students have access to attend school
3. Lower number of students with 10+ absences and 7+ Tardies year over year

Focus 3: Student Safety and Discipline

1. A Frequent Flyer (students with 5 or more discipline referrals) report will be updated weekly, monitored for the impact of interventions implemented and analyzed by Deans and administration during Administrator Meetings.
2. Milwee PBIS Committees Tiered Intervention for Positive Behavior Support,
3. Progressive Discipline, De-Escalation and BIP Training for Staff, and share Discipline Reports with SAC

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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
School Enrollment							515	448	393	1,356
Absent 10% or more school days							78	51	54	183
One or more suspensions							40	43	21	104
Course failure in English Language Arts (ELA)							54	62	47	163
Course failure in Math							72	65	49	186
Level 1 on statewide ELA assessment							98	99	70	267
Level 1 on statewide Math assessment							123	95	81	299
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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							132	120	98	350

Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							23	37	1	61
Students retained two or more times							7	17	2	26

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							95	93	50	238
One or more suspensions							41	50	24	115
Course failure in English Language Arts (ELA)							21	47	26	94
Course failure in Math							56	67	26	149
Level 1 on statewide ELA assessment							108	120	82	310
Level 1 on statewide Math assessment							112	131	63	306
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							128	150	87	365

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							50	72		122
Students retained two or more times							5	16		21

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	64	58	51	57	53	50	54	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	62	62	59	49	56	56			
ELA Lowest 25th Percentile	52	54	52	42	50	50			
Math Achievement*	59	69	63	46	65	60	52	61	56
Math Learning Gains	53	64	62	43	65	62			
Math Lowest 25th Percentile	54	57	57	45	60	60			
Science Achievement	57	62	54	58	56	51	54	56	49
Social Studies Achievement*	69	78	73	63	73	70	68	72	68
Graduation Rate									
Middle School Acceleration	81	82	77	64	77	74	71	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	79	66	53	79	65	49	44	50	40

*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.

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	628
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	54%	61%	57%	57%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	6	
English Language Learners	54%	No		
Asian Students	85%	No		
Black/African American Students	51%	No		
Hispanic Students	60%	No		
Multiracial Students	55%	No		
White Students	67%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%		62%	52%	59%	53%	54%	57%	69%	81%			79%
Students With Disabilities	29%		48%	44%	26%	45%	48%	18%	33%	50%			
English Language Learners	45%		63%	61%	39%	44%	48%	41%	56%	67%			79%
Asian Students	90%		75%		89%	83%		81%	94%	84%			
Black/African American Students	47%		57%	54%	42%	52%	46%	34%	60%	71%			
Hispanic Students	55%		61%	60%	52%	50%	56%	50%	65%	73%			79%
Multiracial Students	60%		56%	23%	62%	53%	60%	67%	58%				
White Students	74%		64%	41%	71%	55%	58%	76%	77%	88%			
Economically Disadvantaged Students	51%		57%	52%	48%	50%	53%	47%	60%	74%			77%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	51%		49%	42%	46%	43%	45%	58%	63%	64%			79%
Students With Disabilities	21%		37%	37%	21%	41%	44%	29%	31%	45%			82%
English Language Learners	39%		40%	32%	37%	46%	51%	23%	45%	46%			79%
Asian Students	71%		62%		73%	63%		82%	86%	100%			
Black/African American Students	28%		37%	35%	23%	35%	41%	35%	41%	42%			
Hispanic Students	45%		44%	39%	41%	41%	44%	50%	56%	59%			80%
Multiracial Students	56%		57%	46%	46%	34%	50%	58%	60%	68%			
White Students	67%		58%	58%	62%	48%	46%	73%	83%	68%			
Economically Disadvantaged Students	39%		43%	42%	33%	38%	43%	45%	53%	47%			79%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%				52%			54%	68%	71%			44%
Students With Disabilities	27%				29%			24%	38%	67%			42%
English Language Learners	33%				36%			16%	46%	64%			68%
Asian Students	67%				73%			73%	82%	88%			
Black/African American Students	38%				31%			43%	51%	48%			
Hispanic Students	43%				41%			44%	60%	73%			67%
Multiracial Students	48%				48%			52%	78%	53%			
White Students	63%				72%			69%	80%	77%			
Economically Disadvantaged Students	40%				39%			40%	58%	57%			68%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	59%	66%	-7%	60%	-1%
ELA	7	59%	63%	-4%	57%	2%
ELA	8	59%	62%	-3%	55%	4%
Math	6	40%	71%	-31%	60%	-20%
Math	7	60%	72%	-12%	50%	10%
Math	8	23%	33%	-10%	57%	-34%
Science	8	55%	61%	-6%	49%	6%
Civics		65%	76%	-11%	71%	-6%
Algebra		80%	61%	19%	54%	26%
Geometry		98%	60%	38%	54%	44%

III. Planning for Improvement

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

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

Most Improvement

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

ELA achievement improved by 11 points, increasing to 62% for the 2024-2025 school year. ELA learning gains improved by 13 points, increasing to 62% for the 2024-2025 school year. ELA lowest 25% learning gains improved by 10 points, increasing to 52% for the 2024-2025 school year. The ELA PLC's focused on building relationships with students and improving their teaching techniques to increase student performance.

Lowest Performance

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

Science achievement improved by 1 point, increasing to 57% for the 2024-2025 school year. Science department will continue to collaborate in PLC's to remediate low performing standards by use of interactive notebooks, direct vocabulary instruction, mini assessments, and small group instruction.

Greatest Decline

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

Science achievement improved by 1 point, increasing to 57% for the 2024-2025 school year. Science department will continue to collaborate in PLC's to remediate low performing standards by use of interactive notebooks, direct vocabulary instruction, mini assessments, and small group instruction.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math learnings gains (53%) had the greatest gap when compared to the state average (62%). Math department will continue to focus on instructional strategies to move the needle for high 1's and 2's. Teachers will continue to build relationships with all students and continuously improve their teaching techniques to increase student performance.

EWS Areas of Concern

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

The two potential areas of concern are the Students with Disabilities Achievement and Math Learning gains.

Highest Priorities

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

- Student with Disabilities Achievement
- Math Learning Gains
- Student Attendance

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of Focus: Increasing academic achievement and learning growth for students with disabilities and lower quartile learners.

Rationale: ESSA Federal Percent of Points Index indicates students with disabilities as a high priority need. Based on ESSA findings and statewide assessment data, extensive focus will be on providing support to students in both the lowest quartile and students with disabilities subgroups in order to close learning gaps to proficiency and maximize learning for all students by increasing learning gains.

Measurable Outcome

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

2024-25 Students with Disabilities Reading Achievement: 27%

2024-25 Students with Disabilities Math Achievement: 25%

Based on data from 2024-25 statewide ELA and Math assessments, an increase of 25% or more in ELA and math Achievement and learning gains for our students with disabilities subgroup is the target for the 2025-2026 school year. Increased learning gains will close the gap to proficiency for our students with disabilities.

Overall ELA and Math Performance

2024-25 Reading Achievement: 61%

2024-25 Reading Learning Gains: 62%

2024-25 Reading Learning Gains L25%: 53%

2024-25 Math Achievement: 58%

2024-25 Math Learning Gains: 54%

2024-25 Math Learning L25%: 53%

Consistent with our focus on increasing student learning for students with disabilities, an increase in learning achievement to 65% and learning gains to 65% for reading and math is the target for the 2025-2026 school year for all students, including students in the lowest quartile subgroup.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through classroom walkthroughs, review of progress monitoring data, and through data chats with professional learning communities. Teachers, Instructional Coaches, Curriculum Leaders, and Administrators will routinely analyze and review the following student data for the lowest 30% and students with disabilities.

Person responsible for monitoring outcome

Breezi Johnson (breezi_johnson@scps.k12.fl.us)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

ELA - The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence). Math - The following evidence-based interventions are available to support students based upon the area of need of the individual student: FAST Progress Monitoring, iReady Diagnostics and Standards Mastery, and Star Diagnostic Assessments.

Rationale:

ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan. Math- All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Students with disabilities and lowest quartile students will be able to demonstrate Learning Gains according to state learning gain metrics, leading to increased proficiency

Person Monitoring:

Breezi Johnson (breezi_johnson@scps.k12.fl.us)

By When/Frequency:

Ongoing throughout the school year

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

1) Utilize specific Support Facilitation strategies, including structured stations and co-teaching opportunities to provide targeted support to Students with Disabilities 2) Identify, meet with, and provide mentorship and support for Ante-Up Students (High 2s and Low 3s) to close learning gaps, leading to proficiency 3) Identify students consistently below grade level on FAST Assessments to provide and meet with students to discuss data 4) Identify, meet with, and provide mentorship for students who regressed from proficiency on the prior years FAST Assessment 5) All students with Level 1 or 2 on FAST Reading will be enrolled in Intensive Reading courses or Homeroom with trained iReady teachers 6) iReady homeroom data will be monitored weekly to drive instructional practices in core academic courses and data chats with students will be conducted at least quarterly to track student progress. 7) Closely monitor student progress in all standard level math and ELA courses, especially 7th grade ELA, 7th grade math, and 8th grade pre-algebra. 8) Meet with PLCs twice weekly to review student data, targeting support for students with disabilities, to guide instructional decisions to provide rigorous student-centered instruction 9) Students will be tasked with taking ownership of their learning; including tracking their achievement in academics and citizenship in order to self-identify areas for improvement. 10) Teachers, Instructional Coaches, Curriculum Leaders, and Administrators will routinely analyze and review the following student data and monitor support facilitation for ESE and ELL students, including individual accommodations on teacher lesson plans. 11) After-school tutorial and subject area Boost Camps, targeted tutorial & interventions, additional support through reading, and algebra workshop courses, iReady Homeroom, AIP, tiered Academic support, and differentiated instruction

Action Step #2

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

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

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

Action Step #3

Math students will be able to demonstrate Learning Gains according to state learning gain metrics, leading to increased proficiency

Person Monitoring:

Breezi Johnson (breezi_johnson@scps.k12.fl.us)

By When/Frequency:

Ongoing throughout the school year

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

1) Utilize specific Support Facilitation strategies, including structured stations and co-teaching opportunities to provide targeted support to Students with Disabilities 2) Identify, meet with, and provide mentorship and support for Ante-Up Students (High 2s and Low 3s) to close learning gaps, leading to proficiency 3) Identify students consistently below grade level on FAST Assessments to provide and meet with students to discuss data 4) Identify, meet with, and provide mentorship for students who regressed from proficiency on the prior years FAST Assessment 5) All students with Level 1 or 2 on FAST Reading will be enrolled in Intensive Reading courses or Homeroom with trained iReady teachers 6) iReady homeroom data will be monitored weekly to drive instructional practices in core academic courses and data chats with students will be conducted at least quarterly to track student progress. 7) Closely monitor student progress in all standard level math courses, especially 6th grade Math, 7th grade math, and 8th grade pre-algebra. 8) Meet with PLCs twice weekly to review student data, targeting support for students with disabilities, to guide instructional decisions to provide rigorous student-centered instruction 9) Students will be tasked with taking ownership of their learning; including tracking their achievement in academics and citizenship in order to self-identify areas for improvement. 10) Teachers, Instructional Coaches, Curriculum Leaders, and Administrators will routinely analyze and review the following student data and monitor support facilitation for ESE and ELL students, including individual accommodations on teacher lesson plans. 11) After-school tutorial and subject area Boost Camps, targeted tutorial & interventions, additional support through reading, and algebra workshop courses, iReady Homeroom, AIP, tiered Academic support, and differentiated instruction

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Students succeed when they are present in class and conditions for learning are optimized. A focus on student attendance, campus safety, and development of a positive school culture where students feel safe, valued, and share a collective commitment to success and increasing student achievement.

Measurable Outcome

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

Reduce the number of students with chronic absenteeism of 10+ school days by 5% from the

2024-2025 school year for the 2025-2026 school year.

Monitoring

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

Weekly Attendance Reports will be monitored by the attendance team to identify students with multiple unexcused absences. Contact will be made with parents and guardians regarding required attendance and truancy procedures to ensure students return to school. Data will be analyzed on a consistent basis to catch frequently absent students early and reduce the number of students absent for 10+ days. Weekly attendance records will be included into the MTSS Report and analyzed by the MTSS Team. Restorative practice techniques will be included in the MTSS process as a student support.

Person responsible for monitoring outcome

breezi_johnson@scps.k12.fl.us

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

All Levels - MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increasing Student Attendance by reducing the number of frequently absent students

Person Monitoring:

By When/Frequency:

Christen Brundidge
(christen_brundidge@scps.k12.fl.us)

Ongoing throughout the school year

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

Milwee Middle School, in compliance with the SCPS Middle School attendance policy, will follow consistent attendance and truancy procedures. 1) The MLMS Truancy team will meet with each PLC to review the below expectations. 2) Teachers will make a "good faith" effort to contact a parent if a student has three consecutive absences. 3) Five UNEXCUSED student absences within a thirty-day period: the teacher will contact the parent and complete the top portion of the intervention documentation form (1247a). Documentation of teacher interventions will be submitted to the grade level counselor. The student support center secretary will mail a letter notifying the parent that their child has 5 unexcused absences within a 30 day period. School Counselors will follow up with parent, student contact and document all interventions by teachers and support personnel. 4) Ten UNEXCUSED student absences within 90 calendar days: the student support center secretary will mail a 10 day letter of absence to the parent and notify the appropriate school counselor. The counselor will contact the parent and interview the truant student as well as fill out the social worker referral form (158) with all required documentation of interventions and send the entire packet to the school social worker. 5) Truancy Intervention Prevention meetings are being scheduled with parents/guardians and students who currently have 10 or more unexcused absences. We will increase the frequency of these meetings. During those meetings interventions will be developed to increase student attendance and documented on the 1247 A & B forms. 6) Every week on Thursdays during our MTSS meetings we will continue to discuss our truancy concerns, develop interventions, schedule meetings and tier those students in EdInsight. 7) Increase home visits to families with little to no response to letters and phone calls home.

Action Step #2

Building Relationships through Restorative Practice - Positive Culture and Environment

Person Monitoring:

Michael Finetto (finettmz@scps.k12.fl.us)

By When/Frequency:

Ongoing throughout the school year

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

Milwee is committed to maintaining student-teacher trust, leading to improved attendance. Milwee is committed to fostering positive relationships between students and teachers using the following actions/strategies: 1) Students and teachers will use Restorative Practices, including Affective Statements and Circles, to establish a classroom culture forced on Respect, Integrity, Safety, and Excellence. 2) Students and adults will use "circles" to discuss social emotional issues during an extended 3rd period Spartan Time. 3) Teachers will recruit students to be involved with school-wide clubs where adults and students work toward common goals. 4) Recruit students to participate in Young Men of Excellence/Distinction and Young Women of Excellence. 5) Provide Professional Development to Enhance student-teacher relationships - focused on building trust through de-escalation, mindfulness, restorative practices, and positive behavior intervention support. Improved conditions for learning, by building relationships and being 80% proactive and 20% reactive will decrease discipline incidents and lower the number of disciplinary referrals, in-school suspension, and out-of-school suspensions year over year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Milwee Middle School has continuously seek input from our stakeholders to develop the SIP and has devised several methods to share the SIP. Milwee has involved parents and the greater community by using data received from the Snapshot, Safety, 5 Essentials, and Title 1 Surveys to develop the SIP and Title 1 Parent & Family Engagement Plan (PFEP). The Title 1 PFEP outlines schoolwide Title 1 funded programs, events, and other supports for increasing student learning. The SIP, PFEP, and survey data were also shared with the School Advisory Council, comprised of the school leadership, faculty and non-instructional staff, parents, and community members. Milwee has summarized the goals and the action steps detailed in the SIP and the Title 1 PFEP and information is posted on both the ALL THING MILWEE eCampus course as well as the Milwee Title I & Family Engagement webpage on the school website; all stakeholders, including school leadership, teachers and non-instructional staff, students, parents, and members of the community have access to these resources.

<https://sim.scps.k12.fl.us/school/info/0101>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

- Teachers and administrators use multiple strategies to contact families, including but not limited to:
- 1) contacting families prior to the start of school to welcome students to the new school year,
 - 2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum and how to support their student academically at home.
 - 3) the school website, Spartan Herald Newsletter, and All Things Milwee eCampus course contains pertinent school/classroom information including the school calendar, links to teacher websites, links to staff email, as well as a host of helpful resources.
 - 4) teachers contact parents regularly on an individual basis to inform them about their child's progress.
 - 5) parents can keep track of the child's academic progress (grades, attendance, etc.) via the online Skyward Family Access Parent Portal
 - 6) use multiple genres of social networking to families on a regular basis (e.g. School Messenger, Skyward, Twitter, Facebook, eCampus)
 - 7) scheduling parent-teacher-student conferences and assisting families with connecting to resources in the community
 - 8) inviting families to participate in SAC and PTSA boards,
 - 9) inviting families to attend PTSA meetings and participate in school related events,
 - 10) advertising events on school marquee

<https://milwee.scps.k12.fl.us/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Milwee Middle School is a nationally recognized Pre-Engineering Magnet and is Candidate School* for the International Baccalaureate Middle Years Programme. Each school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Milwee Middle School and Seminole County Public Schools believe is important for our students.

Milwee Middle School is focused on providing students with a rigorous and extensive course of study in math, science, world language, social studies, and language arts with an emphasis on independent study, in-depth learning, and accelerated curriculum requirements. The program is specifically designed for highly motivated students and provides the opportunity to develop knowledge, creativity, and academic skills through participation in advanced studies.

We are engineering the future at Milwee Middle School by providing an innovative pre-engineering curriculum that challenges ALL students by:

- Offering an advanced curriculum that features a creative, innovative program centered on math, science, investigation and discovery.
- Teaching the engineering design process.
- Utilizing coding within video game design, robotics and web design.
- Collaborating with community leaders to emphasize future ready skills.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

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

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Milwee counselors who actively participate in parent-teacher conferences, Student Study meetings, MTSS meetings, and meet with students based upon requests/referrals from students, teachers, or parents. The MTSS team, in collaboration with the staff, developed Universal Rules and Procedures and SchoolWide Expectations for success and provided lessons for teachers to explicitly instruct these rules and procedures during the opening weeks of school. Teachers and students work collaboratively to develop classroom norms. The Support Center, deans, and behavioral interventionists have created both adult-student mentor and student-student mentor programs. Milwee has established student group meetings including the Young Men and Young Women of Excellence, which focus on building community and strategies to aid social-emotional learning. All student groups focus on creating a common language for success results in a climate conducive to student achievement.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Milwee Middle School is the only SCPS Middle School to offer Project Lead the Way! Project Lead the Way courses engage students in hands-on, collaborative problem solving focused on real-world challenges. Students are also stepping into roles spanning the engineering career landscape fueling students' passion for discovery.

Milwee offers opportunities to expand on engineering with experiences outside the classroom. We provide our students with an array of extracurricular opportunities, unique field trips, and competitions to broaden their knowledge of engineering including FIRST LEGO League (FLL), Technology Student Association (TSA), Student Astronaut Challenge, SECME Club, VEX Robotics, and Girls Engineering Breakfast Club.

Milwee provides School-wide field trips to capture and inspire our students, traveling to SeaWorld (6th Grade), Altamonte Springs Science Incubator and Lake Lotus (7th Grade), and Kennedy Space Center (8th Grade).

Milwee's business, industry, and community partners greatly enhance our students' exposure to college and career knowledge, skills, and attitudes by providing field trips, guest speakers, materials support, collaboration on real-world problem-solving activities, and project consultation. These partners include, but are not limited to, the City of Longwood, Pillar Engineering Services, EA Sports, Dominica Recreation Products, University of Central Florida, and University of Florida Extension Office.

All students are required to complete the Career and Technical Occupations and Career Planning (Learning Pathways) program. Students will learn how to communicate using technology in different ways, collaborate with classmates to produce real-world applications, and create a portfolio that reflects who they are.

Partnerships and articulation with high schools provide students and families with information on high school/college readiness and current state and county graduation requirements, diploma options, scholarships, college preparatory classes, and vocational programs and special programs and opportunities available in high school. Students are given information on colleges that connect directly to these programs for continuing education and degree options.

There is club-based mentoring with Lyman High School students. These students share information on vocational classes of specific career interests (ex: fashion design). Students have options of attending performances of student groups (ex: ROTC) to gain information on career and leadership opportunities.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Milwee Middle School's School-Wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough to support student, family, and community needs.

Milwee's PBIS Committee has developed three tiers of positive behavior support: Tier 1 - Build

relationships, Restorative Practice, set expectations (RISE), teach, model, and practice routines and replacement behaviors, and establish a consistent reward system (Spartan Bucks positive calls home, positive referrals, postcards), conduct grade-level competitions promoting positive behaviors, and include staff Recognitions. Tier 2 - Self-management education, Check-In, Check-Out, small group social skill instruction, RISE Club, and targeted academic support. Tier 3 - MTSS plans, counseling, mentoring, coordination of family, agency, and other systems of care, behavior plans, and data collection procedures to measure fidelity and impact.

Milwee has two Deans of Students, who work directly with the leadership team, MTSS Committee, and PBIS to analyze student behavior and school-wide discipline data to provide supports and implement action-steps and interventions (listed above) that directly support a positive school culture and environment conducive to learning.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Milwee Middle School provides multiple opportunities for teachers, paraprofessionals, and noneducational staff to collaborate in order to improve the instruction for our students by systematic data analysis and professional developments on teaching strategies.

- Focus on Milwee 8 implementation of high effect size instructional strategies, for example, Reciprocal Teaching, Building Academic Vocabulary, & Close Reading
- New Educator Support Team established to build pedagogical knowledge for new teachers to increase success and retention
- Focused Professional Learning for the IB Middle Years Programme to improve Approaches to Teaching and Approaches to Learning
- Throughout the Year, Multiple PD's to hone in on educational techniques as well as academic strategies to discuss approaches to effective teaching
- PLC focus on Analyzing Academic Data (Quarterly Benchmarks, Statewide Assessments & Diagnostic Assessments) with School Leadership weekly meetings, Academic Departments quarterly meetings, and weekly Individual Grade-Level PLC's to drive focused instruction to maximize student learning
- Pre-Planning Days to utilize school data & reflect based on analysis of overall / subgroup data

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V),

ESEA Section 1114(b)(7)(A)(iii)(V).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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