Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Milwee Middle School

School Improvement Plan 2021-2022

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

School Information

Provide the school's mission statement

The mission of Milwee Middle School Pre-Engineering Magnet is to capture and inspire students by improving our 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.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Milwee involved parents and the community in developing this plan by using data received from the Snapshot Survey as consideration. The plan was shared with the Student Advisory Council and their direct input was used. Personnel translated information into Spanish during the SAC discussion of the SIP. 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.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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, (3) providing access to school grades, progress monitoring data, and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" through student tracking in data booklets, Rise Reports, and Tracking Sheets, (5) inviting families to participate in SAC and PTSA boards, (6) inviting families to attend PTSA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic based reports and alerts to families on a regular basis, (8) advertising events on school marquee, (9) and numerous other out-reach strategies developed by school staff.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Milwee has a group of teachers who have formed a committee focused on developing a stronger sense of community and identity among the students and the faculty, ABA- Accountability by All. Using Spartan Time, the faculty and staff engage with students on a variety of issues including school history, RISE, mental health, etc. developed by ABA. RISE expectations are enforced daily as part of our Positive Behavior Support School-Wide Expectations. (R-Respectful, I- Integrity, S-Safety, E-Excellence.) Administration reminds students of RISE every morning over the announcements. We are an all inclusive school and work hard on letting students know that each one is individual and not more important that any others. Research shows that students who have a strong sense of community and whose community embraces education enjoy more positive educational outcomes.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Milwee Middle School engages with stakeholders to ensure a positive culture and environment. We have several stakeholder groups who contribute. PTSA engages in activities that promote a positive school culture. This group regularly shares positive information and messages on their Facebook page, organizes morale-building events for staff and students, and hosts events that partner with other stakeholders. For example, COR Coaching and Consulting, LLC worked with PTSA to sponsor on online Music and Self-Care night. PTSA helps fund STEM and other community -building events. Club Teachers provide relationship-building and interest focused activities during the school day on Fridays to help students engage with adults and other students in positive and less structured ways. Extra Curricular Sponsors including teachers, parents and community members support a positive culture and environment through Beta, Junior Optimists, and other clubs. Coaches focus on teamwork, positive behaviors, and academics first as part of their student agreements to participate. Food Services works on ways to efficiently deliver meals to over 1400 students during the day and needed snacks for students in summer programs, tutorial, and before and afterschool programs. SAC focuses on providing grants to teachers and staff to incentive and celebrate student growth in Reading and Math. UCF teams with PLTW teachers, students and families to provide real-world engagement connected to our magnet. Students leading student-sponsored organizations including Gay Straight Alliance and Fellowship of Christian Athletes promote positive student engagement on campus. Student Government engages students in celebrations like spirit week, Red Ribbons Week, Black Out Bullying Week, and Unity Day and others to build school spirit. ABA, Accountability by All teacher group, develops Social Emotional and culture -building lessons for weekly Spartan Time. ESE teachers coordinate with our District Athletics Director and Unified Sports- Special Olympics to build relationships between differently-abled students and the broader school community through the Unified Sports program. Students, teachers, families and volunteers participate in positive and inclusive on-campus events.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Milwee counselors participate with the MTSS team. The team, in collaboration with the staff, developed Universal Rules and Procedures and School-Wide Expectations for success. Our team developed lesson plans for teachers to explicitly instruct these rules and procedures during the opening weeks of school. Students work in their classrooms to develop classroom norms. Under the leadership of our school Behavior Interventionist and our Student Support Center, we have created an adult-student mentor program as well as a student-student mentor program. Additionally, we have incorporated group meetings including Young Men and Young Women of Excellence, Why Try? (boys group focused on life skills and making good choices), "Go Grrls" (girls group focused on building personal strengths, self-esteem, and strategies to resist pressure to engage in risky behaviors. Our Spartan Buddies program which is run through Milwee's Student Government, matches struggling students with peer mentors, and our Milwee Upstanders focus on bullying prevention and intervention. In addition, Milwee's Peer Inclusion Team (PIT) works directly with our ESE students who may be in need of socialization and pupil services. Creating a common language for success results in climate conducive to student achievement.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier III Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Mr. James Kubis	Principal	james_kubis@scps.k12.fl.us	Oversees all school operations
Mrs. Christen Brundidge	Assistant Principal	christen_brundidge@scps.k12.fl.us	Supervises Science, Social Studies, Discipline, K Zone, PBS Discipline Committee, MTSS Committe including Truancy and Student Attendance, PBS, Academic Intervention, Open House, Induction, and Title IX.
Dr. Wendy Cora	Assistant Principal	wendy_cora@scps.k12.fl.us	Principal designee- Supervises Reading, ELA, ESOL, and Electives, PrePlan, Opening Week, Lyman HS Cluster, Literacy Committee, Summer Bridges Reading Program, Professional Development, Read to Lead, HS Transition, Literacy Night/Family Involvement, Student Handbook, Induction Program, School Messenger, Virtual School, Industry/Digital Tools Certification, Social Media, Clubs, Faculty and Staff Recognition, School Recognition, and Interns.
Mrs. Elizabeth Darcy	Assistant Principal	elizabeth_darcy@scps.k12.fl.us	Supervises ESE, EP, and 504s, MTSS Committee, Math, PE, Master Schedule, Bell Schedule, Grade Book/Report Cards/Progress Reports, SAC/SIP, IS Advisory, Extracurricular Student Activities/Clubs/Sports; Fundraisers, Testing, Math Night/Family Involvement, Summer Bridges Algebra, Tutoring, Facilities, Health Dept, Business Partners, Tech Facilitator, Title 1, Spartan Time (Social Emotional Health) and Newsletter.
Mr. Luis Alvarado	Dean	luis_alvarado@scps.k12.fl.us	Responsible for Discipline, Transportation, School Security, Fire and Emergency Drills, Student Recognition, Mentor Program, MTSS Committee, Bullying Prevention Contact, Red Ribbon Week, JDC Contact, Violence Prevention Month, KZone Supervisor

Mrs. Olanthia Stallworth	Behavior Interventionist	olanthia_stallworth@scps.k12.fl.us	MTSS Committee Coordinator, PBS Discpline Committee, Student Advisor, Student of the Month, Mentor Coordinator, Mentor Program, JDC Contact, Liason Upstanders Program, Fresh Start, Groups Facilitator (Y-Try, GoGrrls, Words Wound, Men of Excellence) Peer Mediation
Ms. Alison Werley	School Administration Manager	alison_werley@scps.k12.fl.us	Coordinates Facilities, Testing, Non-Instructional Personnel, Substitutes and Clinic Supervision.
Ms. Luci Coker	Magnet Facilitator	luci_coker@scps.k12.fl.us	Coordinates Magnet Integration

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Dr. Wendy Cora	Administrator	wendy_cora@scps.k12.fl.us	Literacy Leadership Team Leader
Mr. Bo Bruen	Literacy Coach	bo_bruen@scps.k12.fl.us	Instructional Coach supporting Literacy school wide across all content areas (Language Arts, Math, Science, Social Studies, Electives)
Ms. Patricia Peters	Curriculum Leader	tricia_peters@scps.k12.fl.us	Reading Curriculum leader supporting literacy and program fidelity throughout the Reading department
Mr. Kyle Frankenstein	Curriculum Leader	kyle_frankenstein@scps.k12.fl.us	Curriculum Leader supporting literacy and Instructional Plan fidelity throughout the Language Arts department
Mrs. Elizabeth Rogers	Instructional Coach	elizabeth_rogers@scps.k12.fl.us	Instructional Coach supporting Literacy across content areas with a focus on integrating literacy strategies in Math; New Teacher Mentor training new teachers on Literacy Strategies
Mr. Bryan Turner	Instructional Coach	bryan_turner@scps.k12.fl.us	Instructional Coach supporting Literacy across content areas with a focus on integrating literacy strategies in Science.

Public and Collaborative Teaching

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are required to meet weekly to work in a positive professional cohort by participating in Professional Learning Communities (PLCs). The master schedule has been designed to provide common plan time, by department and grade level, to accomplish collaborative planning. Teachers utilize this time to monitor assessment data, and then use their data analysis to drive instructional modifications. Milwee has also formed the Spartan Observation Cohort – each semester, teachers have a day where they have the opportunity to visit their peers' classrooms and observe. Teachers meet as a group following observations to discuss strengths and weaknesses and share what they have learned from the experience. Milwee also uses the Swivl as a means for teachers to observe themselves teaching. The Swivl is a device similar to a video recorder that follows the teachers' movements, recording instruction as it occurs. Teachers can later view this on their own and/or with a coach to reflect on teaching practices. Milwee also participates in Real Time Coaching – this is an opportunity for the coach to view the teacher teaching via video feed in real time while providing guided instruction in the earpiece worn by the teacher. Milwee teachers, teacher leaders, and coaches also participate in the Collaboration Café, which is a place for Coaches/Teacher Leaders to discuss instructional techniques and provide feedback in a side by side coaching atmosphere. Teachers new to Milwee's campus are included in the New Spartan Cohort. This cohort focuses on providing teachers new to Milwee with direct instruction and practical application of proven strategies (i.e. Reciprocal Teaching, Close Reading, Webb's Depth of Knowledge, and Building Academic Vocabulary). Also included are presentations to assist teachers with Building Relationships, ESE Procedures and Processes, and Teacher Mindset/Grit. Teachers new to Milwee are required to attend; invitations also go out to veteran teachers who would like to participate in refreshers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were "highly qualified" and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital earning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all earners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Leadership annually reviews budgets and expenditures, as well as student and teacher data, to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions--small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

College and Career Readiness

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Milwee counselors and the leadership team organize events for students and families to learn about middle school and our specific magnet focus during curriculum and magnet nights the fall and winter prior to their transition to 6th grade. Counselors visit the larger feeder elementary schools to meet with rising 5th graders about what to expect and how to select classes for course registration. Milwee provides guided tours in-person and virtually. Information is distributed to families through email and on the Milwee website and eCampus course about transitioning to middle school and specifically to Milwee MS. Struggling students attend a summer program before their 6th grade year to build a foundation of skills, learn about the campus, and build relationships with the faculty and staff. Counselors schedule events for 8th graders to learn about high school from visiting high school groups during social studies classes. Students receive invitations to attend HS Expos. High School counselors visit campus to meet with their rising 9th grade students. Struggling students attend an orientation for Struggling students are identified and guided through the SCPS High School Transition Program by the 8th grade counselor. The counselor provides students and families with a program orientation with the high school contact. The counselor also facilitates transportation and attends on the first day to ensure students get started. Milwee engages 8th graders to celebrations as they complete their middle school years.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

All students are required to complete the Career and Technical Occupations and Career Planning (iJourney) 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. Information from high school counselors on high school/college readiness and current state and county graduation requirements is presented to 8th grade students, families and teachers during Semester 1. A follow up presentation is done for all 8th grade students by high school counselors in January. Through both of these presentations, students gain information on diploma options, scholarships, college preparatory classes, and vocational programs. Partnerships/articulation with high schools provide updated information on vocational programs available in the high schools. 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.

Identify the career and technical education programs available to students and industry or community organizations.

Career and Technical Occupations and Career Planning (iJourney) activities are completed during 6/7th grade. Activities provide career awareness and assist students with plans for high school and beyond. Students and parents have access to high school, college, and career information and tools to assist them with planning. Specialized electives in technology and engineering allow students to explore interests, skills, and careers that are current and in demand in our global economy. Online courses such as Career Research and Decision Making are available to all grade levels as an elective during the day. Business Keyboarding is an elective available to all grade levels (classroom based) and is also available online. Students are strongly encouraged to take the course prior to high school. Clubs: Students enroll in a club each semester. A majority of the clubs are specialized and allow students to pursue interests while gaining knowledge in specific careers (forensic science, fashion design, video game design, and digital newspaper).

Middle School Essential Instructional Priority # 1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

A.   Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
B.   Ongoing feedback loop between leadership and teacher, students and teachers and student with students
C.   PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Social Studies		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	
Social Studies Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

5 Essentials		
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Middle School Essential Instructional Priority #1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Algebra 1 Achievement for sub group: Black	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Hispanic	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: White	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Mul	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: SWD	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: FRL	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: ELL	B.1.1; B.1.2	
Algebra 1 Access Gap	B.1.1; B.1.2	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Middle School Acceleration		
Indicators	Strategic Plan	Target
Middle School Acceleration	B.1.1	
Middle School Acceleration: Black	B.1.1	
Middle School Acceleration: Hispanic	B.1.1	
Middle School Acceleration: White	B.1.1	
Middle School Acceleration: Mul	B.1.1	
Middle School Acceleration: SWD	B.1.1	
Middle School Acceleration: FRL	B.1.1	
Middle School Acceleration: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Grade 6	B.2.4	
	Grade 7	B.2.4	
	Grade 8	B.2.4	
	Algebra 1	B.2.4	
	Geometry	B.2.4	
Science Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students monitor their individual progress in a number of ways: -The RISE Report tracks students' quarterly Academic and Citizenship goals. The RISE Report also helps students enrolled in iReady to track their progress by providing them the opportunity to input Lesson Titles, Times and Percent Correct for each lesson. The RISE Report provides students the opportunity to track their Diagnostic performance within iReady as well as the opportunity to create both typical and stretch -Core classes have developed tracking books organized by unit. Students rate and track their growth on formative and summative assessments throughout the year. -Science classes and 6th grade Social Studies students use interactive notebooks to track their progress. **Milwee Tutorial Program Milwee Middle School provides a free tutorial program for any student who would like to attend. Students will be provided opportunities to improve and strengthen reading and math skills based on standards covered in their regular math and ELA classes.	Students' Classroom Teachers, Principal- Mr. Kubis, Assistant Principals- Dr. Cora, Mrs. Brundidge, and Mrs. Darcy Tutorial: Mrs.Darcy AP, Mr. Watson, Mr. Sweeney, Ms. Baumann, Ms. Horn, Ms. Razgha, Ms. Batchelor, Ms. Fogel	9/25/2021	Y	Weekly, Quarterly, Mid-Year, End of Year	'-Students RISE Reports with evidence of tracking of quarterly academic and citizenship goals. -Students' Passports, tracking books, and interactive notebooks with evidence of individual tracking of progress. -Improved Common Assessment Data

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students make use of the My Rise Report to track their achievement in academics and citizenships. -Students also use the Handbooks/Passports/Tracking sheets within their common core classes to rate and track their progress. These are periodically checked by their teacher and feedback is provided to the students. -Teachers (within their PLC) develop 2 Common Assessments per quarter as summative assessments regarding content mastered throughout the subject area. -Milwee's School Based Reading Coach and Math Teacher Leader monitor iReady diagnostic data for drops. Students have been strategically placed in iReady homerooms where they participate in iReady twice per week. -Teachers and administrators monitor teacher grade books and 9 weeks' exam data while providing additional learning opportunities. -For our ESE/ELL population, we ensure we follow our data and monitor support facilitation. These students' names and individual accommodations are included in teacher lesson plans to ensure students are provided the assistance needed based on their individual situation.	Students' School Counselors, Classroom Teachers, Principal- Mr. Kubis, Assistant Principals- Dr. Cora, Mrs. Brundidge, and Mrs. Darcy	Ongoing	Y	Quarterly, Mid-Year, End of Year	'-Student RISE Reports with evidence of tracking of quarterly academic and citizenship goals. - Student Handbooks, Passports, and individual tracking sheets with evidence of individual tracking of progress. -Completed comprehensive Common Assessments (2 per quarter) - Shared iReady diagnostic data during monthly admin meeting and with teachers via the Milwee Weekly Bulletin -Teacher Grade Books -Common Assessment data reports shared via PLC Notes

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
High Level 1 monitoring – monthly - My Rise Report/tracking -Common Assessments (2 per quarter as determined by PLCs) -Ready diagnostic – monitor for drops - iReady tutorial (Reading and Math Parapro) -Teacher grade books -D/F Report -9 weeks exam data - Schedule in Intensive Math/Reading -Math – Level 1 students face to face instruction/iReady lab/Khan Academy -Reading – Level 1 students face to face instruction/iReady lab -ESE/ELL – follow our data, monitor support facilitation -Monitored through Student Group in EdInsight -FSA Results -Review At Risk Potential Report to catch students At Risk - Ante Up (High 2, Low 3) Students Names included in teachers' Lesson Plans -Academic Rise Club as additional support for students struggling in class -Weekly intervention through MTSS for students at risk with 2+ indicators - Discussed during weekly admin meetings -SWD, ELL, and Black (TS&I) students data is specifically monitored using the above means	Students' School Counselors, Classroom Teachers, Principal- Mr. Kubis, Assistant Principals- Dr. Cora, Mrs. Brundidge, and Mrs. Darcy	Ongoing	Y	Monthly, Quarterly, Mid Year, End of year	'-Student RISE Reports with evidence of tracking of quarterly academic and citizenship goals. - Student Handbooks, Passports, and individual tracking sheets with evidence of individual tracking of progress. -Completed comprehensive Common Assessments (2 per quarter) - Shared iReady diagnostic data during monthly admin meeting and with teachers via the Milwee Weekly Bulletin -Teacher Grade Books -Common Assessment data reports shared via PLC Notes

High Level 2 monitoring – monthly - My Rise Report/tracking -Common Assessments (2 per quarter as determined by PLCs) -iReady diagnostic – monitor for drops - iReady tutorial -Algebra workshop, Algebra Homeroom, Algebra tutorial -iReady homeroom placement - Teacher grade books -D/F Report -9 weeks exam data -ESE/ELL – follow our data, monitor support facilitation -Monitored through Student Group in EdInsight -FSA Results -Review At Risk Potential Report to catch students At Risk -Ante Up (High 2, Low 3) Students Names included in teachers' Lesson Plans -Academic Rise Club as additional support for students struggling in class - Inclusion in Ante Up lists (2-3 students per period per teacher) - Discussed during weekly admin meetings	Students' School Counselors, Classroom Teachers, Principal- Mr. Kubis, Assistant Principals- Dr. Cora, Mrs. Brundidge, and Mrs. Darcy	Ongoing	N	Monthly, Quarterly, Mid Year, End of year	'-Student RISE Reports with evidence of tracking of quarterly academic and citizenship goals. - Student Handbooks, Passports, and individual tracking sheets with evidence of individual tracking of progress. -Completed comprehensive Common Assessments (2 per quarter) - Shared iReady diagnostic data during monthly admin meeting and with teachers via the Milwee Weekly Bulletin -Teacher Grade Books -Common Assessment data reports shared via PLC Notes

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Low Level 3 monitoring – monthly - My Rise Report/tracking -Common Assessments (2 per quarter as determined by PLCs) -iReady diagnostic – monitor for drops - iReady tutorial -Algebra workshop, Algebra Homeroom, Algebra tutorial -iReady homeroom placement - Teacher grade books -D/F Report -9 weeks exam data -ESE/ELL – follow our data, monitor support facilitation -Monitored through Student Group in EdInsight -FSA Results -Review At Risk Potential Report to catch students At Risk -Ante Up (High 2, Low 3) Students' Names included in teachers' Lesson Plans -Academic Rise Club as additional support for students struggling in class - Inclusion in Ante Up lists (2-3 students per period per teacher) - Discussed during weekly admin meetings -SWD, ELL, and Black (TS&I) students data is specifically monitored using the above means	Students' School Counselors, Classroom Teachers, Principal- Mr. Kubis, Assistant Principals- Dr. Cora, Mrs. Brundidge, and Mrs. Darcy	ongoing	Y	Monthly, Quarterly, Mid Year, End of year	'-Student RISE Reports with evidence of tracking of quarterly academic and citizenship goals. - Student Handbooks, Passports, and individual tracking sheets with evidence of individual tracking of progress. -Completed comprehensive Common Assessments (2 per quarter) - Shared iReady diagnostic data during monthly admin meeting and with teachers via the Milwee Weekly Bulletin -Teacher Grade Books -Common Assessment data reports shared via PLC Notes

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The purpose of after school tutorial is to provide opportunities to extend our students' learning time to outside the regular classroom day to increase student achievement and motivation for learning. -Math students from 6th grade, 7th grade, 7th grade Advanced/PreIB, 8th grade, and Algebra/Geometry are invited -• First 30 minutes of the session is dedicated to individual homework help • During the session, teachers work with students individually or in small groups on fluency of procedural skills, and to develop conceptual understanding of mathematical processes. • Students will have the opportunity to practice with content specific (Tier 2) vocabulary terms using BAV to reduce misconceptions when taking assessments (i.e. reading "grade level" word problems). • Teachers will monitor students' use and performance of diagnostic assessments in iReady to determine needs outside of Instructional Plan framework. -SWD, ELL, and Black (TS&I) students falling with the metric are invited to participate in these programs.	Assistant Principal- Mrs. Darcy, selected tutorial teachers	Ongoing	Y	Weekly	iReady Math Diagnostic

The purpose of after school tutorial is to provide opportunities to extend our students' learning time to outside the regular classroom day to increase student achievement and motivation for learning. -6th, 7th, and 8th grade ELA students invited, o Metric used for invitation – lowest performance score and iReady data of students enrolled in Intensive Reading -SWD, ELL and Black students falling with the metric are invited to participate in these programs. • Students invited to Reading/ELA tutorial scored below grade level based on the 2017 Florida Standards Assessment, and current i-Ready data • Provide support to improve reading strategies (Predicting, Questioning, Clarifying, and Summarizing) with the goal of closing the gap between a student's current reading level and their expected reading level. • Students will build reading fluency, vocabulary and comprehension skills individually or in small groups. • Students will be engaged in iReady reading lessons when not working with the teacher in a small group session.	Assistant Principal- Mrs. Darcy, selected tutorial teachers	Ongoing	Y	Weekly	iReady Reading Diagnostic

'-The purpose of after school boost camps is to provide an opportunity for students to practice with previously taught content that was taught throughout the entire school year. -8th grade Science students invited. Metric used for invitation – low Common Assessment data -SWD, ELL, and Black students falling within the metric are invited to attend these programs. • Science teachers will have outlined an agenda (lesson plan) for the week that addresses Earth/Space, Life, and Physical Science standards • Focus on question structures that have historically been asked on the SSA • Students will have the opportunity to practice with content specific (Tier 2) vocabulary terms using BAV to reduce misconceptions when taking assessments (i.e. reading "grade level" word problems and answer choices). -7th and 8th grade Algebra students invited. Metric used for invitation – low Common Assessment data -• Algebra teachers will have outlined an agenda (lesson plan) for the sessions that address standards students struggled with throughout the school-year according to CTS reports and data analysis of 9-weeks-exams. • Focus on question structures that have historically been asked on the EOC • Students will have the opportunity to practice with content specific (Tier 2) vocabulary terms using BAV to reduce misconceptions when taking assessments (i.e. reading "grade level" word problems).	Assistant Principal- Mrs. Darcy, selected Boost teachers	March, April 2022	Y	Weekly	iReady Reading Diagnostic/Common Pre and Post Assessment

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

A.   Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
B.   Development of a student centered culture
C.   Continued focus on campus safety and building a culture of respect
D.   Sharing collective responsibility for the success of all students in the school

All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will make a "good faith" effort to contact a parent if a student has three consecutive absences. -If a student reaches their 5th UNEXCUSED absence within a 30 period, the teacher will contact the parent and complete the top portion of the intervention documentation form. Documentation of teacher interventions will be submitted to grade level counselor. The student support secretary will mail a letter notifying the parent that their child has 5 unexcused absences within a 30 day period. Counselor will follow up with parent, student contact and document all interventions by teachers and support personnel. -If a student reaches their 10th UNEXCUSED absence within 90 calendar days, the student support 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 with all required documentation of interventions and send the entire packet to the school social worker.	MTSS Team School Counselors, Classroom Teachers, Behavior Interventionist, Principal- Mr. Kubis, Assistant Principals – Dr. Cora, Mrs. Brundidge, and Mrs. Darcy	Ongoing	Y	Varies by individual student	Individual student attendance data

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Safety Survey Area of Improvement- Students feeling connected to adults on campuss	Trusting relationships between students and adults on campus improves students' conditions for learning. Forty seven percent of students report they are not or only slightly connected to adults on campus. Milwee Middle School will take steps to increase student connections with adults using the following actions/strategies: 1. Spartan Time- Students and adults will use "circles" to discuss social emotional issues during an extended 3rd period; 2. Clubs- Teachers will recruit students to be involved with Student Gov't, JROTC,, PBS Homeroom, TSA (Tech Student Assoc), BETA, Optimist Club and school-wide clubs where adults and students work toward common goals; and 3. Building Student-Teacher Relationships Professional Develop- focusing on trust building techniques including de-escalation, mindfulness, restorative practices, and positive reinforcement; and 4. Recruiting students to participate in Young Men of Excellence and Young Women of Excellence.	Students' School Counselors, Classroom Teachers, Club Sponsors, Principal- Mr. Kubis, Assistant Principals- Dr. Cora, Mrs. Brundidge, and Mrs. Darcy		Y	Weekly	Monitoring of the 2022 SCPS Snapshot and Safety Survey indicators 1 and 2 will be reduced to increase our overall score of 5.8.

Communication about Safety Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Safety is a top priority at Milwee Middle School. In order to ensure our students are aware of ways to remain safe on campus, we incorporate the following activities: -1st 3 days of school - opening procedures highlighting school safety (hallways, cafeteria expectations, classroom expectations, and bus safety). -Grade specific expectations assembly presented by the Deans within the first 2 weeks of school where bullying, unsafe acts, and other behaviors that impact school safety are addressed. The Speak Out Hotline and Say Something - See Something - Do Something initiative are also demonstrated. - Milwee's bus drivers provide orientations on their buses so students are aware of safe transport to and from school. -Milwee Dean's reiterate cafeteria expectations during all lunches. -Monthly Code Red and Fire Drills initiated. -RISE (Respect, Integrity, Safety, Excellence) instilled throughout campus on a daily basis. - Milwee participates in the Great Tornado Drill coordinated by SCPS. - SWD, ELL, and Black (TS&I) students are included within these programs.	Dean Alvarado, School Counselors, Principal - Mr. Kubis, Assistant Principals - Mrs. Darcy, Dr. Cora, Mrs. Brundidge, Classroom Teachers, other school personnel	Ongoing	Y	Monthly	Review of Incident Reports and Discipline Referrals

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Participate with Teach-In. We bring in Community members and parents of students to connect and make relationships with the students while sharing their profession or hobbies.	SAM- Allison Werley, Administration	November 2021	N	November 2021	Student Survey
Student Government to host an on campus community event designed to build relationships and connections with stakeholders.	Student Government Sponsor, Tracy Potter, Administration	Spring 2022	N	Spring 2022	Survey stakeholders for feedback
Families education and events including Literacy Night, Math Night, Curriculum Night, Magnet Night, Science Fair, Open House, Schedule Pick-Up Day, Summer Reading and Math Night, and SAC & PTSA funded family events.	PTSA, Administration, Counselors, Curriculum Leaders, SAC	ongoing	N	Survey stakeholders for feedback	

Additional Items Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Monitoring of behavior/discipline	Frequent Flyer (students with 4 or more discipline referrals) PowerPoint; monitored and analyzed by Deans and discussed at Admin Meetings -Referral to MTSS Team -Referral to Behavior Interventionist -School-wide PBS established -Schoolwide Color Coded System - Steps to Intervention prior to Discipline Referral -Mentoring -Walkthroughs (By Deans periodically throughout school year) -Expectation meetings with students to review expectations -Analysis of Edinsight Data; shared with faculty weekly through the Milwee Messenger school newsletter -Communication between parents, teachers, and Deans regarding behavior -Deans' present at SST Meetings -Communication with Case Managers regarding behaviors (ESE population)	Dean, MTSS Team, PBS Team, School Counselors, Classroom Teachers, Principal- Mr. Kubis, Assistant Principals- Mrs. Brundidge, Dr. Cora, and Mrs. Darcy	Ongoing	Y	Baseline, Weekly, Mid-Year, End of Year	Discipline Referrals -MTSS Referrals/Data

Middle School Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

A. Utilization of College Board/Khan resources to support future ready skill development of all students
B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
C. Developing expectations for success in college and careers for all students

All data targets are reported as percentages with the exception of the number of Digital Tools/Industry Certifications earned.

Indicators	Strategic Plan	Target
AO students enrolled in advanced courses: Black	B.2.7	
AO students in advanced courses earning a grade of C or higher: Black	B.2.7	
AO students enrolled in advanced courses: Hispanic	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	
AO students enrolled in advanced courses: FRL	B.2.7	
AO students in advanced courses earning a grade of C or higher: FRL	B.2.7	
Digital Tools/Industry Certifications Earned	C.3	

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
To increase AO students (Black/Hispanic/FRL lunch students) participation in gifted/talented programs (including Pre-IB, Gems, High School Credit Courses, and Advanced Credit Courses): -The administration and staff of the school first identified subgroups and appropriate core class placement as it pertains to each individual student to maximize their learning. -AO students were identified and purposefully placed in rigorous electives such as Project Lead the Way, Web Design, and classes where Industrial certification can be earned, possibly sparking an interest in gifted/talented programs. -Various parent involvement nights will be offered including a Gifted Night. Here, we invite ALL parents and students as well as provide personal invitations to our AO students to learn of Gifted and advanced course opportunities as well as scholarships/grant opportunities and college/career opportunities.	Principal- Mr. Kubis, Assistant Principals- Mrs. Brundidge, Dr. Cora, and Mrs. Darcy, School Counselors – April McManus, Susan Sharpe, Andrew Ritchie, Shannon LaFoy	August 2021-ongoing	Y	Baseline, Mid-Year, End of Year	AO Students' schedules -Tracking of Industry Certification -Title 1 Opportunities Spreadsheet -Title 1 Parent Involvement Forms -Title 1 Parent Sign In

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Increasing the number of digital tools and industry certifications earned -Certiport brochure created to explain the significance of the courses and the significance of digital tools and industry certification - distributed to parents/students -Certiport permission forms distributed within the first full month of school to all 6th grade students. ELA teachers assist with tracking of forms to ensure all students are permitted to take the tests -Certiport permission forms distributed to all 7th and 8th grade students lacking a form to ensure all students are permitted to take the tests -Parent contact made via phone to explain the purpose of the letter and solicit return for students who did not initially return the letter	Assistant Principal - Wendy Cora, iSeries teachers, ELA teachers	August 2021- ongoing	Y	Baseline, Mid-Year, End of Year	Number of digital tools and industry certifications earned

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

BITS provides a window on classroom managed behaviors. Using historical data as a benchmark, we assess the impact of new initiatives by examining changes in the rates of specific incidence types (e.g., disrespect, etc.), normalizing the rates of referrals based on the number of minutes students spend in each area. For example, incidents in hallways and common areas stem from 72-84 minutes of the 450 minutes of the school day. How does that compare to the rate of referrals from classrooms which comprise 344-348 minutes? What specific are might we focus to improve the learning environment and overall culture of a specific high incident area? The areas with the highest incidents base don rates will be examined for needed adjustments that impact culture and environment.

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Implement Curriculum Project for students on access points and students on Florida Standards who are at least 2-3 levels below grade level. This research-based program provides students with direct and targeted instruction in Math, Reading and Language Arts.	District Support Team, ESE Administrator, Elizabeth Darcy, ESE Teachers	Quarter 1 2021	Y	ongoing	site reviews and student data
ESE Student Data Collection- Develop a new progress monitoring system for ESE teachers to collect students' data specifically related to IEP goals and academic benchmarks.	ESE Administrator, Elizabeth Darcy, ESE Curriculum Leaders, Lynn Chen and Carmen Moorhouse, Literacy and Technology Coach, Bo Bruen	Quarter 2, 2021	Y	Quarter 2 and ongoing	Data collection spreadsheets
Targeted Tutorial- Select students with disabilities to attend tutorial sessions aligned with their specific needs.	Administration Team, Tutorial Teachers, ESE Teachers	Quarter 2	N	Quarter 2 and ongoing	Tutorial pre and post test data

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

A. Supports implementation of improved inclusive practices for students with disabilities
B. Designed to identify priority needs and organize resources
C. Supports development of short and long term improvement strategies
D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

Indicator 8. Administrators facilitate the use of resources to implement best practices for inclusive education.	Partially Almost
Indicator 26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.	Partially Almost
Indicator 27. All special education teachers are collaborative members of a gen. ed. curriculum team.	Partially Beginning

Action Plan

Indicator 1

Indicator 8. Administrators facilitate the use of resources to implement best practices for inclusive education.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Provide and monitor the use of resources across all school teams, such as: • -- Supplemental materials for core subject areas related to all academic standards; • -- Text sets with differentiated reading levels; • -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); • -- Assistive technologies, supports and services; • -- Time for instructional planning; and • -- Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).	Mrs. Darcy - Assistant Principal, Case Managers, Classroom Teachers	Ongoing	Y	Monthly, Quarterly, Mid Year, End of year	Lesson Plans, Curriculum Project Data Tracking, Data Collection Google Form aligned with IEP Goals and Academic benchmarks.

Indicator 2

Indicator 26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Paraprofessionals receive ongoing training on topics relative to their work responsibilities • (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality). • Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. • The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. • The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. • Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts. • Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs. • Paraprofessionals can clearly articulate the learning, communication and	Mrs. Darcy-Assistant Principal, Case Managers, Classroom Teachers	Ongoing	Y	Monthly, Quarterly, Mid Year, End of year	Paraprofessional Data entry items; paraprofessional schedule; ESE PLC Notes

Indicator 3

Indicator 27. All special education teachers are collaborative members of a gen. ed. curriculum team.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Milwee ESE teachers will participate in content area PLCs weekly to share and implement instructional decisions made by the team. • Special and general education teachers meet regularly to share information on curriculum and individual student support needs. • All team members receive minutes of team meetings and have input into decisions when not available to attend in person. Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences).	Mrs. Darcy-Assistant Principal, Case Managers, Classroom Teachers	Ongoing	Y	Monthly, Quarterly, Mid Year, End of Year	PLC Notes and ESE Teacher Reflections

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
PLC Meetings	1	Twice Weekly 20-21	*Talk about what teachers want their students to learn (focusing on student learning indicators 42,43,44) *Talk about and plan for what teachers will do when their students didn't learn (through analysis of student work/performance indicators 50,51,52) * Talk about and plan for what teachers will do if a student learning it and needs extension opportunities (through analysis of student work/performance indicators 50,51,52) *Collaborate and create collectively (indicators 55,57,58) *Reflect on teaching practices (50,51,52)	PLC – subject/grade level responsible	100	Reading Department Chair: Trish Peters ELA Department Chair: Kyle Frankenstein PLC Leader: Department Chair: Joseph Dalesandro Teacher Leader: Joe Danner PLC Leader: SS 6 – Sandra Benjamin SS 7 – SS 8 – Jessica Day Department Chair: Anthony Connelly Teacher Leader: Liz Rogers PLC Leader: Math 6 – Math 7 – Math 8 – Anthony Connelly Department Chair: Bryan Turner PLC Leader: SC 6 – Laurie Munoz SC 7 – SC 8 – PE – Shannon Wofford Electives – Carol Unterreiner Subject area assistant principals: Wendy Cora, Elizabeth Darcy, Christen Brundidge

Quality Instruction - Whole Group	1	Quarter 1	*Rigorous instruction – aligned to Florida Standards, Webb's Marzano *Monitoring with feedback – ongoing feedback look between teachers and students *Student learning rather than teaching *Differentiation and collaboration (with meaningful and purposeful feedback to support PLCs) focused on rigorous instruction *Utilization of data to drive monitoring and focused feedback for all students	School Wide	100		Instructional Coaches/Teacher Leaders: Bo Bruen, Trish Peters, Liz Rogers, Bryan Turner Assistant Principals: Wendy Cora, Elizabeth Darcy, Christen Brundidge Principal: James Kubis
Teacher Professional Development Day	1	October 2020	High effect strategy review: Reciprocal teaching with emphasis on DI strategies, Close Reading using PBS Materials to model the strategy, PEEL - using "What is a PLTW" article, DOK - taking a level 1 question and rewriting it to other levels, BAV - emphasis on steps 4-6	School Wide	100		Instructional Coaches/Teacher Leaders: Bo Bruen, Trish Peters, Liz Rogers, Bryan Turner, Assistant Principals: Wendy Cora, Elizabeth Darcy, Christen Brundidge Principal: James Kubis
MS Mornings	1	Each Month	Civics, ELA, Reading/CARPD, Math, and Science strategies as shared by the county TOAs	All Civics, ELA, Reading/CARPD, Math and Science Teachers	45		Elizabeth Darcy, Christen Brundidge, Wendy Cora, All Civics, ELA, Reading/CARPD, Math and Science Teachers

Department Trainings, Science, Civics, iSeries	1	August, September, October (tentative) *Additional dates as needed after submission of the SIP	Science - comprehensive curriculum outline and pacing Civics - data walk and best practices iSeries - preparing and administering Gmetrix practice tests	All Science, Civics, and iSeries teachers	45		Elizabeth Darcy, Christen Brundidge, Wendy Cora, All Civics, ELA, Reading/CARPD, Math and Science Teachers
Conditions for Learning	2	Quarter 2	Conditions for learning include physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning, and student conduct. *Building positive, appropriate relationships and culture *Student teacher trust *Student centered culture *Focus on campus safety and building a culture of respect *Collective responsibility	School Wide	100		Instructional Coaches/Teacher Leaders: Bo Bruen, Trish Peters, Liz Rogers, Bryan Turner, Assistant Principals: Wendy Cora, Elizabeth Darcy, Christen Brundidge Principal: James Kubis
Skills for Future Ready Graduates	3	Quarter 3	*Developing a growth mindset *Embedding College Board/Khan Academy resources to support future ready skill development of all students *Deepening connection of iJourney and iConnect to high school and post-secondary college and career paths *Developing expectations for success in college and careers for all students	School Wide	100		Instructional Coaches/Teacher Leaders: Bo Bruen, Trish Peters, Liz Rogers, Bryan Turner Assistant Principals: Wendy Cora, Elizabeth Darcy, Christen Brundidge Principal: James Kubis

Curriculum Project	No	Summer 2021, ongoing 2021-2022	Participants will learn to provide direct instruction in Math, Reading and Language Arts, screen students for appropriate placement and record data to track progress.	ESE Teachers, ESE Administrator, ESE Paraprofessionals	10	ESE Administrators, Elizabeth Darcy
ESE Data Collection	Yes	Quarter 2 2021	Participants will learn how to collect students data aligned to students IEP goals and academic benchmarks. These data will be used in PLCs to inform instruction.	ESE Teachers	10	Literacy Coach, Bo Bruen, ESE Administrator, Elizabeth Darcy
Paraprofessional Training		Ongoing	Participants will learn how to input data on Curriculum Project activities.	ESE Paraprofessionals	5	ESE Administrator, Elizabeth Darcy
New Spartan Cohort Meetings	2	Once per week	September - WDOK, Reciprocal Teaching, BAV October - Building Relationships, Close Reading November - ESE Policies & Procedures December - Teacher Mindset/Grit *schedule subject to change	New teachers and veterans choosing to attend	8 required, 75 invited	Liz Rogers, Bryan Turner, Assistant Principals: Wendy Cora, Elizabeth Darcy, Christen Brundidge Principal: James Kubis