

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.



www.scps.k12.fl.us



School Improvement Plan 2023-2024

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 supporting the district's commitment to excellence and equity. The SIP is a "living document" continually monitored, refined and used by schools to guide their work throughout the year.

School Information

1. Provide the school's mission statement.

2. Provide the school's vision statement.

Positive Culture & Environment

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

3. 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.



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



5. 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.

6. 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.

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

Milwee Middle School's culture and environment will be monitored through the lens of behavior and discipline data. Systematic monitoring of discipline data takes place each week at our Administrator's meeting. The following items are addressed each week.

1) A Frequent Flyer (students with 5 or more discipline referrals) report will be updated weekly and analyzed by Deans and administration during Admin Meetings

2) Monitoring of Impact of Interventions implemented for Frequent Flyers to include but not limited to:

- a. Mentoring
- b. Check In, Check Out
- c. Parent Conferences, phone calls, and weekly reports.
- d. Referral to Behavior Interventionists
- e. Referrals to MTSS Committee and Team
- f. Behavior tracking
- g. Behavior Intervention Plan
- h. Additional support through RISE Club
- i. Counseling
- j. referral to wrap-around services
- k. Referral to Student Study Team and meeting outcomes

3) Progressive Discipline, De-Escalation and BIP Training for Staff

4) Discipline Reports shared with SAC

In addition, 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 supports.

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 Behavior Interventionist for 2023-2024, who work directly with the administration, 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.

Effective Leadership

8. List the members of the leadership team. Describe the roles and responsibilities of the team.

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name

Title

Email

Responsibilities:

9. List the members of the literacy leadership team. Describe the roles and responsibilities of the team.

Required Per Rule 6A-6.053: District K-12 Comprehensive Evidence-Based Reading Plan - (3) School Literacy Leadership Teams. Districts must describe in the plan the process the principal will use to form and maintain a Literacy Leadership Team, consisting of a school administrator, reading coach, media specialist, lead teachers, and other relevant team members, as applicable.

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Student Transition and Readiness

PreK-12 Transition

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

College and Career Readiness

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

Milwee Middle School is a nationally recognized Pre-IB Prep and Pre-Engineering Magnet. The Seminole County Public School Pre-International Baccalaureate Program (SCPS Pre-IB Prep) provides 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.

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.

12. Identify the career and technical education programs available to students.

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Career and Technical Occupations and Career Planning activities are completed during 6/7th grade to provide career awareness and assist students with plans for high school and beyond. 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, Decision Making, and Business Keyboarding are available to all grade levels.

Clubs: Students enroll in a club each semester allowing students to pursue interests while gaining knowledge in specific careers (forensic science, fashion design, video game design, and digital newspaper).

Every Student Succeeds Act

Every Student Succeeds Act - ESSA

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 41% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

If your school appears on the ESSA Findings List, please list your subgroups with an FPPI below 41%.

Subgroups Scoring Below 41%

1st finding:

2nd finding:

3rd finding:

Excellence and Equity Focus on Quality Instruction

Seminole County Public Schools will strive for excellence in all classrooms for all students.

- A. Lessons aligned to state academic standards with the goal of mastery by the end of the course
- B. Ongoing feedback loops between leadership, teachers, students, and families
- C. Teachers and leaders working in collaborative PLCs addressing the four PLC questions:
 - 1. What do we want all students to know and be able to do?
 - 2. How we will know if they learn it?
 - 3. How will we respond when some students do not learn?
 - 4. How will we extend the learning for students who are already proficient?

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B1.1, B2.3 and B2.7 and designed to accelerate learning for students in all subgroups, inclusive of ESSA and RAISE

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.

Excellence and Equity Focus on Quality of Instruction

Action Plan 1

Accelerating Achievement and Learning Growth of Lower Quartile Learners.

What do we want all students to know and be able to do?

How will we know if they learn it?

How will we respond when some students do not learn?

How will we extend the learning for students who are already proficient?

What evidence/data will there be to reflect monitoring for this strategy/action?

What do we want all teachers to know and be able to do?

How will we know if teachers are accomplishing this?

How will school leaders respond when teachers need support?

How will we extend professional learning for teachers?

Will professional development be needed?

Persons responsible

Excellence and Equity Focus on Quality of Instruction

Action Plan 2

Acceleration of standard-level students using core instruction.

What do we want all students to know and be able to do?

How will we know if they learn it?

How will we respond when some students do not learn?

How will we extend the learning for students who are already proficient?

What evidence/data will there be to reflect monitoring for this strategy/action?

What do we want all teachers to know and be able to do?

How will we know if teachers are accomplishing this?

How will school leaders respond when teachers need support ?

How will we extend professional learning for teachers?

Will professional development be needed?

Persons responsible

Excellence and Equity Focus on Quality Instruction Action Plan 1 PD Plan

Complete the following if you will offer PD associated with Action Plan 1.

Action Plan 1

Accelerating Achievement and Learning Growth of Lower Quartile Learners.

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible

Excellence and Equity Focus on Quality Instruction Action Plan 2 PD Plan

Professional Development Action Plan 2

Acceleration of standard-level students using core instruction.

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible

Excellence and Equity Focus on Quality Instruction Action Plan ** Additional PD Plan

Professional Development Action Plan

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible

Excellence and Equity Focus on Conditions for Learning

Excellence and Equity Focus: 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. Focus on campus safety
- B. Development of a culture where student voice and belonging is valued
- C. Sharing collective responsibility for the success of all students in the school

Action plans are aligned to the following Key Performance Indicators found with the SCPS Strategic Plan System Initiative D: Conditions for Learning

Excellence and Equity Focus on Conditions for Learning Action Plan

Action Plan 3

Describe the actions/strategies that will be implemented to address the Action Plan:

What evidence/data will there be to reflect monitoring for this strategy/action?

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed?

Persons responsible

Excellence and Excellence and Equity Focus on Conditions for Learning Action Plan

Action Plan 4

Describe the actions/strategies that will be implemented to address the Action Plan:

What evidence/data will there be to reflect monitoring for this strategy/action?

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed?

Persons responsible

Excellence and Equity Focus on Conditions for Learning Action Plan 3 PD Plan

Professional Development Action Plan 3

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible

Excellence and Equity Focus on Conditions for Learning Action Plan 4 PD Plan

Professional Development Action Plan 4

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible

Excellence and Equity Focus on 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. Develop and implement age-appropriate opportunities for the application of the *Skills for Future Ready Graduates* particularly through engagement in computer science, college/career/military exploration, and physics.
- B. Provide advisement and resources to support students' awareness of and access to acceleration and high school coursework aligned to student interests.

The below action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B.2.6-7 and C. Middle 1 and designed to accelerate learning for students in all subgroups, inclusive of ESSA.

Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

Action Plan 5

Increase in participation and passage of Digital Tools.

A. Increase Digital Tools attempted by

B. Increase Digital Tools earned by

Describe the actions/strategies that will be implemented to address the Action Plan:

What evidence/data will there be to reflect monitoring for this strategy/action?

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed?

Persons responsible

Excellence and Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

Action Plan 6

Provide support for student access and success in advanced courses.

Describe the actions/strategies that will be implemented to address the Action Plan:

What evidence/data will there be to reflect monitoring for this strategy/action?

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed?

Persons responsible

Excellence and Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

Action Plan 7

Provide advisement and resources to support stakeholder awareness of the benefits of student participation and outcomes in preparing for PSAT 8/9.

Describe the actions/strategies that will be implemented to address the Action Plan:

What evidence/data will there be to reflect monitoring for this strategy/action?

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed?

Persons responsible

Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan 6 PD Plan

Professional Development Action Plan 7

Provide advisement and resources to support stakeholder awareness of the benefits of student participation and outcomes in preparing for PSAT 8/9.

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible

Best Practices for Inclusive Education

Utilize your school's BPIE to complete the following section of the SIP.

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

Type in text of the BPIE indicator selected and select the status:

Indicator	Status
BPIE Indicator 1 –	
BPIE Indicator 2 –	
BPIE Indicator 3 –	

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 1

Describe the actions/strategies that will be implemented to address the Action Plan:

What evidence/data will there be to reflect monitoring for this strategy/action?

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)

Persons responsible

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 2

Describe the actions/strategies that will be implemented to address the Action Plan:

What evidence/data will there be to reflect monitoring for this strategy/action?

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)

Persons responsible

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 3

Describe the actions/strategies that will be implemented to address the Action Plan:

What evidence/data will there be to reflect monitoring for this strategy/action?

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)