Milwee Middle School

2015-16 School Improvement Plan

Milwee Middle School

1341 S RONALD REAGAN BLVD, Longwood, FL 32750

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0101

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Milwee Middle School is to ensure a safe, nurturing environment conducive to learning for all students, to prepare these students for academic success, and to promote values that will assist them in becoming successful, self-sufficient and reputable citizens.

Provide the school's vision statement

The vision of Milwee Middle School is to continue rigorous, relevant, and inquiry-based learning that provides
wholly educated individuals who are encouraged to reach their academic, artistic, social and physical potential by creating partnerships with regional industry and government, coupled with the efforts of outstanding faculty and staff.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Building professional teacher-student relationships correlates with improved student achievement and increases student motivation to be successful. Teachers will focus on building those relationships with students using the evidence and strategies in the Marzano model, specifically Design Question 8. In addition, teachers have signed up during pre-plan to volunteer as mentors. These mentors will meet with students of the subgroup population and provide intervention when needed. Other mentoring opportunities include, but are not limited to JROTC, Men of Excellence, Spartan Buddies, Milwee Upstanders, and teacher sponsored clubs. Students will also be engaged in activities that will facilitate learning of cultures and beliefs that may differ from their own. Multicultural projects include, but are not limited to: The history of Holocaust, Black History Month, and Hispanic Contributions.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Milwee's PBS team meets monthly to analyze student discipline data. The team identifies specific school-wide and individual student needs based on this data. The team determines appropriate intervention strategies to maximize safety and engagement of students. The PBS team also works on projects for positive student recognition, through the use of Spartan Bucks. Students can use Spartan Bucks at the weekly store, monthly raffles and quarterly special events. In addition, Milwee participates in the Upstanders Anti-Bullying program. This program is an opportunity to build student leadership capacity and work towards an environment where all students feel safe and respected.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Milwee has a Positive Behavior Support (PBS) 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. We also

incorporate family involvement opportunities to introduce our expectations for success and have created a website for parents to link the expectations in the home. Creating a common language for success results in a climate conducive for student achievement.

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 identifies students who may need additional support for schooling. The school offers counseling, mentoring, mental health services, and community resources. In addition, the counselors work with families that need support in the home. We offer a food pantry program, which sends backpacks of food home with students weekly. We also have a clothing pantry for students in need. We have peer mentors for special education students. They help provide both academic and social support in our special education classrooms.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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., middle schools utilize an early warning identification report. This report specifically identifies students having met 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). 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.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Attendance below 90 percent	4	10	6	20
One or more suspensions	0	0	0	
Course failure in ELA or Math	10	0	0	10
Level 1 on statewide assessment	59	53	76	188

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	3	1	11

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The MTSS team, which is comprised of members with expertise in both behavior and academics, meets weekly to review at risk student data. The team utilizes data from EdInsight on students who meet two or more early warning criteria in the following areas (attendance, suspension, course failure in ELA/Math, and non-proficiency on the state-wide assessment). As students meet criteria, the team identifies appropriate interventions for support, schedules meetings with families, and creates the online intervention plan.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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 the 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 Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Kubis, James	Principal
Viola, Kenneth	Assistant Principal
Cora, Wendy	Assistant Principal
Brundidge, Christen	Assistant Principal
Razgha, Alexandra	Other
Alvarado, Luis	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each leadership team member has a responsibility to monitor a specific grade level of students as well as specific core academic and elective areas. The overall school objective of learning gains for all students is monitored by the leadership team. Students that fall under the umbrella of MTSS are being monitored more closely by the MTSS team. The MTSS team has assigned responsibility for a group of students and it is their responsibility to work with the core academic teachers to document and track the interventions that will assist that student in being successful. The results of student progress on the applied interventions are analyzed and adjustments are made.

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

Milwee Middle School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Milwee Middle school 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 is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
James Kubis	Principal
Linda Urichko	Teacher
Kevin Urichko	Business/Community
Jeff Adams	Parent
Wendy Loerzel	Parent
Joni Fussell	Parent
Kamilah Simpson	Teacher
Rohan Pascall	Education Support Employee
Luis Alvarado	Teacher
Erik Schoneck	Parent
Jean Bruckert	Student
Manny Godinez	Parent
Paul Wyche	Parent
Steve Kuiper	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council will follow a meeting schedule, taking place monthly in the front office conference room. Activities that they will be involved in include, but are not limited to determining how the school's SAC funds will be allocated, serve as a resource for the principal, advise the principal in matters pertaining to the school program, inquire about school matters, identify and propose solutions to problems, inform the community, and assist in the evaluation of the School Improvement Plan.

Development of this school improvement plan

The School Advisory Council will be involved in reviewing previous FCAT data, discussing Climate Survey results, analyzing iReady data, and also comparing Discipline data from this school year to the previous year.

Preparation of the school's annual budget and plan

The committee will assist in the preparation of the school's annual budget and School Improvement Plan under the leadership of the principal. The budget will be allocated at the discretion of the school advisory council for implementing the School Improvement Plan through a proper vote as outlined in the school advisory council bylaws.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Spartan Buck Initiative - $1000
E-Week - $250
Moving on Up (Lowest 25% motivation incentives) - $1000
Intensive Math Lab incentives - $600
Garden Club - $377.44
Laptop Computers - $5,209.83

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Simpson, Kamilah	Instructional Coach
Geary, Marsha	Instructional Coach
Cora, Wendy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Members of the Literacy Leadership Team are responsible for fostering literacy school-wide. This specifically includes all content areas - particularly focusing on Math and Science. Also included is the planning and participation in Family Literacy Nights to engage and educate parents on Literacy tools that could use at home. The Literacy Leadership Team will also collaborate with the administration and instruction leaders to focus on successful implementation of the action items in the Middle School Writing Action Plan.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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 (PLC). 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.

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 reputation of being an "A" school district brings to us thousands of highly qualified applicants. 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.

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 new teacher facilitator 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 alternative certification mentor, he or she is working with an individual who has been trained by our county 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Milwee will analyse multiple data sources in order to provide and differentiate instruction to meet the diverse needs of students, and to close the achievement gap between subgroups.
•Teachers will utilize cooperative learning structures and grouping strategies that includes whole group, small group and one-on-one instruction based on student needs.
•Teachers will administer common assessments within their PLC to monitor mastery of benchmarks.
•Teachers will analyze progress monitoring assessments to make data driven instructional decisions.
•Teachers will conduct data chats with students.
•Students will maintain and monitor their progress of benchmarks and learning goals in data notebooks containing tracking and progress monitoring forms.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 4,800

Summer Bridges is a four week reading intervention that caters to incoming 6th graders identified through their Elementary schools as struggling readers. Students attend class from 9:30-3:00 Monday through Thursday and are taught using district adopted programs. The program used during Summer Bridges is SRA's Corrective Reading Level B2 and C1.

Strategy Rationale

Target incoming struggling readers (6th graders) and teach them specific reading skills that they are deficient in, in order to improve success and progression in intensive reading courses when the school year begins.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Simpson, Kamilah, kamilah_simpson@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected by teachers at the end of each unit and test scores were also recorded. Observational data and Diagnostic Assessment of Reading (DAR) analysis is completed to further determine the placement of students for the upcoming school year.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Milwee Middle School, we strive to make the transition process as smooth and comfortable as possible:
Incoming Support
•In November of their 5th grade year, we invite all students who are interested in Milwee to attend our Magnet Night. This gives students and their families an opportunity to see what Milwee has to offer with regards to core and elective courses. Teachers from our magnet pre-engineering classes and core academic areas are available to help answer questions regarding our programs. School counselors are also available to answer any questions related to various programs and other services.
•Students attending our magnet school programs are notified in early January.
•During late January to February, the school counselor visits each of the major feeder schools and reviews with the students the course selection information for their 6th grade school year.
•Course selection sheets are provided to the elementary school counselors and are requested to be returned by late February.
•A curriculum night is held in late February so that students who are zoned or who have been approved to come to Milwee can obtain additional curriculum information and submit their course selections. Sessions are also available for parents to attend Milwee to answer any questions regarding the middle school transition and routine.
•We have schedule pick-up on the Thursday before school starts when students can obtain their

schedules and can tour the campus and walk to their teachers' room to see how their schedule will work and who their teachers will be.

Outgoing Support

•Counselors visit from high school to review the high school registration process, requirements, and suggestions for success.

•Open house dates of all high schools are posted on school website.

•8th grade counselor visits history classrooms 2nd semester to meet with students in small groups and assist with high school planning and course selections.

•Students complete a 4-year high school plan, along with career interest activities through the Choices Program in history classes 2nd semester to assist with high school course selections.

•Representatives from the Choices Departments and Crooms Academy of Information Technology visit Milwee in October to inform students of the high school magnet programs.

•The 8th grade counselor visits history classes 1st semester to review high school choices and the importance of success this year.

•An 8th grade information session for students and parents is held 1st semester. Teachers provide students and parents with information on curriculum, assessments, and tips for success this year. A high school counselor visits and provides information on high school expectations and graduation requirements. All parents receive a resource folder with websites and information targeting high school, college, and career preparation.

•8th grade students and parents are provided information on the high school transition summer program each spring. An evening information meeting is held at Milwee with a high school representative reviewing the program and its benefits to students who may need assistance as they make the transition from middle to high school. The 8th grade counselor and Academic Intervention Specialist meet with 8th grade students who would benefit from this program for advisement.

College and Career Readiness

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.

•Presentation for 8th grade parents and teachers which includes information from a high school counselor on high school/college readiness and current state and county level graduations requirements. 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.

• Classroom Visitation to all 8th grade classes each semester.

First semester: students gain awareness on magnet programs available in Seminole County. These programs provide students with internships, mentoring through local companies, college level courses, jobs, and specialized certifications. Students also attend a presentation with district personnel on magnet programs.

Second Semester: Students meet in small groups for high school registration. Each student has a personal portfolio which includes 1st semester data, high school and college information. Student receive handouts providing information and websites on diploma designations, post-secondary options, the Florida College System, financial aid, scholarships. Students use all material to create a

4 year high school plan. This activity gets students to review courses, opportunities, requirements, and personal interests to assist them in planning ahead for high school and beyond.
• Student trips to local colleges and magnet programs promote awareness of college and career opportunities. Students participate in competitions at local colleges (Ex: Engineering Day). Milwee works to promote females in the area of engineering through trip and club activities.
• Open enrollment in Advanced and Pre-IB academic classes. There is also open enrollment for school-wide engineering electives. These opportunities provide more rigorous curriculum for college readiness. Specialized electives promote advanced skills and provide career awareness to all students at Milwee.
• School-wide activities promote accomplishments and impacts of engineers. These activities also provide career awareness in many engineering fields. Curriculum at Milwee is infused with team building and leadership activities which are vital for 21st century jobs in a global world.
• Online courses in Milwee's virtual lab promote skills necessary for success in high school, college, and careers (career research, business keyboarding, and critical thinking).

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

• Career and Technical Occupations and Career Planning (iJourney) – activities completed during 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).

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

• Curriculum infused with engineering based strands in all areas.
• Quarterly engineering based projects in academic areas.
• School-wide Home Room activities promote knowledge of the impact of engineers on society as well as types of careers in engineering fields.
• Professional development opportunities on a monthly basis with peers and Digital Learning Leaders. The technology support sessions assist teachers with training that will bring effective technology into the classrooms.
• Science and History Fair participation at all 3 grade levels allow students to infuse technology into project based learning.
• Designated weeks at school (Engineering Week) promote awareness through activities focusing on engineers and their careers. Students research education, job skills, and the accomplishments of selected engineers.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

• Student writing portfolios maintained in all academic classes promoting writing skills.
• Duke Tip participation: Counselors and principal meet with students who qualify, send home parent information and encourage students to participate and take the PSAT.

- High school credit courses in math, science, foreign language, personal fitness.
- Academic advisement nights for 6th and 8th grade students.
- Improving Math and Reading Readiness: Classroom and lab based intensive reading and math.
- Open enrollment for students to provide opportunities in advanced and Pre-IB level courses.
- Advisement for honors, advanced placement, vocational, technical courses in the 8th grade.
- After school programs for academics and sports.
- District Transition Program for 8th grade students. Students needing support in academics and high school readiness are identified for participation in this program. Information night is provided for parents and students.
- Family Reading Nights (presentations on reading standards, strategies, and test preparation).
- Outside resources for advisement/counseling support in the areas of social skills, leadership, and conflict management.
- All students identify individual academic and personal goals in Home Room. Teachers provide strategies and support.
- School-wide goals established in the areas of rigor, relationships, and intervention.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   We will work together to maximize student learning for all students. We will improve teaching techniques (Marzano instructional framework) so as to influence all students to do quality work aligned with the Florida Standards, and capture and inspire all students to learn by building relationships.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will work together to maximize student learning for all students. We will improve teaching techniques (Marzano instructional framework) so as to influence all students to do quality work aligned with the Florida Standards, and capture and inspire all students to learn by building relationships. `1a`

🔍 G074465

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	75.0
Math Lowest 25% Gains	59.0
AMO Reading - All Students	78.0
ELA/Reading Lowest 25% Gains	59.0
FSA Mathematics - Achievement	70.0
FSA English Language Arts - Achievement	70.0
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal `2`

- Instructional and literacy coaches, teacher leaders, common planning time with PLC (scheduling), The Art and Science of Teaching - materials, professional development days scheduled - PD breakout sessions, leadership.

Targeted Barriers to Achieving the Goal `3`

- Teachers lack knowledge of collaborative, data driven analysis and instruction (or do not implement if they have knowledge of it). Assessment practices. Time for professional developments. Lack of funds and resources. Lack of prior year data regarding FSA. Lack of parent involvement. Fidelity to the Marzano Instructional Model.

Plan to Monitor Progress Toward G1. `8`

Design and implement ongoing support for teachers through structured PLC's. Analyze administration observation data, and student data to implement coaching opportunities and data conversations. Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible
Kenneth Viola

Schedule
Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion
Conversations with Instructional Coach/Teacher Leader. PLC products. Student performance data - Writing PMAs, iReady, and Common Assessment data. Feedback and rating towards teacher's Deliberate Practice Plans, and teacher's formative/summative evaluations.

Plan to Monitor Progress Toward G1. `8`

Design and implement ongoing support for teachers through structured PLC's. Analyze administration observation data, and student data to implement coaching opportunities and data conversations. Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible

Wendy Cora

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Conversations with Instructional Coach/Teacher Leader. PLC products. Student performance data - Writing PMAs, iReady, and Common Assessment data. Feedback and rating towards teacher's Deliberate Practice Plans, and teacher's formative/summative evaluations.

Plan to Monitor Progress Toward G1. `8`

Design and implement ongoing support for teachers through structured PLC's. Analyze administration observation data, and student data to implement coaching opportunities and data conversations. Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible

Christen Brundidge

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Conversations with Instructional Coach/Teacher Leader. PLC products. Student performance data - Writing PMAs, iReady, and Common Assessment data. Feedback and rating towards teacher's Deliberate Practice Plans, and teacher's formative/summative evaluations.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will work together to maximize student learning for all students. We will improve teaching techniques (Marzano instructional framework) so as to influence all students to do quality work aligned with the Florida Standards, and capture and inspire all students to learn by building relationships. `1`

🔑 G074465

G1.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction (or do not implement if they have knowledge of it). Assessment practices. Time for professional developments. Lack of funds and resources. Lack of prior year data regarding FSA. Lack of parent involvement. Fidelity to the Marzano Instructional Model. `2`

🔑 B194438

G1.B1.S1 Design and implement ongoing support for teachers through structured PLCs. `4`

🔑 S205976

Strategy Rationale

Establishing and maintaining structured PLC's will narrow the focus of collaboration to make effective instructional decisions.

Action Step 1 `5`

Provide opportunities to teachers to collaborate within their PLC and share teaching practices, observe other teacher's classrooms, promote collegiality and support, and help ensure quality teaching for all students.

Person Responsible

James Kubis

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Agenda, meeting minutes, peer observations conducted in iObservation

Action Step 2 5

Deliver PD break out sessions to staff during pre-planning and throughout the school year.

Person Responsible

James Kubis

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PD Plan, Materials, Sign-in sheets, Learning Logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Design and implement ongoing support for teachers through structured PLCs.

Person Responsible

Kenneth Viola

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Agenda and Minutes, Data chats between Teacher and Administrator, Deliberate Practice Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Design and implement ongoing support for teachers through structured PLCs.

Person Responsible

Wendy Cora

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Agenda and Minutes, Data chats between Teacher and Administrator, Deliberate Practice Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Design and implement ongoing support for teachers through structured PLCs.

Person Responsible

Christen Brundidge

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Agenda and Minutes, Data chats between Teacher and Administrator, Deliberate Practice Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Design and implement ongoing support for teachers through structured PLCs.

Person Responsible

Kenneth Viola

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Agenda and Minutes, School-Based Coaches/Teacher Leader meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Design and implement ongoing support for teachers through structured PLCs.

Person Responsible

Wendy Cora

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Agenda and Minutes, School-Based Coaches/Teacher Leader meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Design and implement ongoing support for teachers through structured PLCs.

Person Responsible

Christen Brundidge

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Agenda and Minutes, School-Based Coaches/Teacher Leader meetings

G1.B1.S2 Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations. `4`

🔍 S205977

Strategy Rationale

Teachers will be able to analyze and review multiple data sources (walkthrough feedback, student assessments, etc.) to obtain various resources to improve with deliberate practice indicators. Improvement in these indicators will improve instruction, therefore approving achievement.

Action Step 1 `5`

Use iReady, Common Assessments, and Writing PMAs as diagnostic assessment tools to report and evaluate student growth in Reading, Math, Science and Writing.

Person Responsible

James Kubis

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data conversations with Administration - iReady data, Common assessment data

Action Step 2 `5`

Align curriculum delivery, instructional plans and materials within our school instruction and student expectations as well as the Florida State Standards.

Person Responsible

James Kubis

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Walkthrough data using iObservation, Instructional Plans, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.

Person Responsible

Kenneth Viola

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.

Person Responsible

Wendy Cora

Schedule

Weekly, from 8/10/2015 to 8/10/2015

Evidence of Completion

Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.

Person Responsible

Christen Brundidge

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.

Person Responsible

Kenneth Viola

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.

Person Responsible

Wendy Cora

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.

Person Responsible

Christen Brundidge

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.

G1.B1.S3 Implement and monitor Seminole County Middle School's "Big Ideas". `4`

🔑 S205978

Strategy Rationale

Maintain focus on relationships, rigor, and interventions throughout the school year.

Action Step 1 `5`

Build teacher/student/community relationships.

Person Responsible

James Kubis

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Mentoring and Focus groups, Culturally Relevant Teaching, and Positive teacher/student recognition.

Action Step 2 `5`

Implement consistent rigorous instruction.

Person Responsible

James Kubis

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Focus on high yield strategies, effective PLC's, teachers participating in continual reflective practice, obtain and provide feedback (teacher to teacher, teacher to student, and student to student).

Action Step 3 `5`

Use appropriate interventions when needed.

Person Responsible

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teach Down the Gap students, equal access for all, MTSS and AIP, specific programs (i.e. Spartan Buddies, Teen Court, Peer Mediation, Small Group Counseling, etc.).

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible

Kenneth Viola

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Weekly updates on: MTSS, AIP, Discipline Data, Intensive programs, Intervention programs from responsible administrator during weekly administration meeting. DP reflection analysis, instructional weekly updates (PLC minutes, walkthrough data).

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible

Wendy Cora

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Weekly updates on: MTSS, AIP, Discipline Data, Intensive programs, Intervention programs from responsible administrator during weekly administration meeting. DP reflection analysis, instructional weekly updates (PLC minutes, walkthrough data).

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible

Christen Brundidge

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Weekly updates on: MTSS, AIP, Discipline Data, Intensive programs, Intervention programs from responsible administrator during weekly administration meeting. DP reflection analysis, instructional weekly updates (PLC minutes, walkthrough data).

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible

Kenneth Viola

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible

Wendy Cora

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Implement and monitor Seminole County Middle School's "Big Ideas".

Person Responsible

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide opportunities to teachers to collaborate within their PLC and share teaching practices, observe other teacher's classrooms, promote collegiality and support, and help ensure quality teaching for all students.	Kubis, James	8/10/2015	Agenda, meeting minutes, peer observations conducted in iObservation	5/27/2016 weekly
G1.B1.S2.A1	Use iReady, Common Assessments, and Writing PMAs as diagnostic assessment tools to report and evaluate student growth in Reading, Math, Science and Writing.	Kubis, James	8/10/2015	Data conversations with Administration - iReady data, Common assessment data	5/27/2016 weekly
G1.B1.S3.A1	Build teacher/student/community relationships.	Kubis, James	8/10/2015	Mentoring and Focus groups, Culturally Relevant Teaching, and Positive teacher/student recognition.	5/27/2016 daily
G1.B1.S1.A2	Deliver PD break out sessions to staff during pre-planning and throughout the school year.	Kubis, James	8/10/2015	PD Plan, Materials, Sign-in sheets, Learning Logs	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A2	Align curriculum delivery, instructional plans and materials within our school instruction and student expectations as well as the Florida State Standards.	Kubis, James	8/10/2015	Walkthrough data using iObservation, Instructional Plans, Lesson Plans	5/27/2016 daily
G1.B1.S3.A2	Implement consistent rigorous instruction.	Kubis, James	8/10/2015	Focus on high yield strategies, effective PLC's, teachers participating in continual reflective practice, obtain and provide feedback (teacher to teacher, teacher to student, and student to student).	5/27/2016 daily
G1.B1.S3.A3	Use appropriate interventions when needed.		8/10/2015	Teach Down the Gap students, equal access for all, MTSS and AIP, specific programs (i.e. Spartan Buddies, Teen Court, Peer Mediation, Small Group Counseling, etc.).	5/27/2016 daily
G1.MA1	Design and implement ongoing support for teachers through structured PLC's. Analyze administration observation data, and student data to implement coaching opportunities and data conversations. Implement and monitor Seminole County Middle School's "Big Ideas".	Viola, Kenneth	8/10/2015	Conversations with Instructional Coach/ Teacher Leader. PLC products. Student performance data - Writing PMAs, iReady, and Common Assessment data. Feedback and rating towards teacher's Deliberate Practice Plans, and teacher's formative/summative evaluations.	5/27/2016 weekly
G1.MA2	Design and implement ongoing support for teachers through structured PLC's. Analyze administration observation data, and student data to implement coaching opportunities and data conversations. Implement and monitor Seminole County Middle School's "Big Ideas".	Cora, Wendy	8/10/2015	Conversations with Instructional Coach/ Teacher Leader. PLC products. Student performance data - Writing PMAs, iReady, and Common Assessment data. Feedback and rating towards teacher's Deliberate Practice Plans, and teacher's formative/summative evaluations.	5/27/2016 weekly
G1.MA3	Design and implement ongoing support for teachers through structured PLC's. Analyze administration observation data, and student data to implement coaching opportunities and data conversations. Implement and monitor Seminole County Middle School's "Big Ideas".	Brundidge, Christen	8/10/2015	Conversations with Instructional Coach/ Teacher Leader. PLC products. Student performance data - Writing PMAs, iReady, and Common Assessment data. Feedback and rating towards teacher's Deliberate Practice Plans, and teacher's formative/summative evaluations.	5/27/2016 weekly
G1.B1.S1.MA1	Design and implement ongoing support for teachers through structured PLCs.	Viola, Kenneth	8/10/2015	PLC Agenda and Minutes, School-Based Coaches/Teacher Leader meetings	5/27/2016 monthly
G1.B1.S1.MA5	Design and implement ongoing support for teachers through structured PLCs.	Cora, Wendy	8/10/2015	PLC Agenda and Minutes, School-Based Coaches/Teacher Leader meetings	5/27/2016 monthly
G1.B1.S1.MA6	Design and implement ongoing support for teachers through structured PLCs.	Brundidge, Christen	8/10/2015	PLC Agenda and Minutes, School-Based Coaches/Teacher Leader meetings	5/27/2016 monthly
G1.B1.S1.MA1	Design and implement ongoing support for teachers through structured PLCs.	Viola, Kenneth	8/10/2015	PLC Agenda and Minutes, Data chats between Teacher and Administrator, Deliberate Practice Plans	5/27/2016 weekly
G1.B1.S1.MA3	Design and implement ongoing support for teachers through structured PLCs.	Cora, Wendy	8/10/2015	PLC Agenda and Minutes, Data chats between Teacher and Administrator, Deliberate Practice Plans	5/27/2016 weekly
G1.B1.S1.MA4	Design and implement ongoing support for teachers through structured PLCs.	Brundidge, Christen	8/10/2015	PLC Agenda and Minutes, Data chats between Teacher and Administrator, Deliberate Practice Plans	5/27/2016 weekly
G1.B1.S2.MA1	Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.	Viola, Kenneth	8/10/2015	Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA5	Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.	Cora, Wendy	8/10/2015	Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.	5/27/2016 monthly
G1.B1.S2.MA6	Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.	Brundidge, Christen	8/10/2015	Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.	5/27/2016 monthly
G1.B1.S2.MA1	Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.	Viola, Kenneth	8/10/2015	Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.	5/27/2016 weekly
G1.B1.S2.MA3	Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.	Cora, Wendy	8/10/2015	Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.	8/10/2015 weekly
G1.B1.S2.MA4	Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.	Brundidge, Christen	8/10/2015	Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.	5/27/2016 weekly
G1.B1.S3.MA1	Implement and monitor Seminole County Middle School's "Big Ideas".	Viola, Kenneth	8/10/2015	Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.	5/27/2016 monthly
G1.B1.S3.MA5	Implement and monitor Seminole County Middle School's "Big Ideas".	Cora, Wendy	8/10/2015	Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.	5/27/2016 monthly
G1.B1.S3.MA6	Implement and monitor Seminole County Middle School's "Big Ideas".		8/10/2015	Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.	5/27/2016 monthly
G1.B1.S3.MA1	Implement and monitor Seminole County Middle School's "Big Ideas".	Viola, Kenneth	8/10/2015	Weekly updates on: MTSS, AIP, Discipline Data, Intensive programs, Intervention programs from responsible administrator during weekly administration meeting. DP reflection analysis, instructional weekly updates (PLC minutes, walkthrough data).	5/27/2016 weekly
G1.B1.S3.MA2	Implement and monitor Seminole County Middle School's "Big Ideas".	Cora, Wendy	8/10/2015	Weekly updates on: MTSS, AIP, Discipline Data, Intensive programs, Intervention programs from responsible administrator during weekly administration meeting. DP reflection analysis, instructional weekly updates (PLC minutes, walkthrough data).	5/27/2016 weekly
G1.B1.S3.MA3	Implement and monitor Seminole County Middle School's "Big Ideas".	Brundidge, Christen	8/10/2015	Weekly updates on: MTSS, AIP, Discipline Data, Intensive programs, Intervention programs from responsible administrator during weekly administration meeting. DP reflection analysis, instructional weekly updates (PLC minutes, walkthrough data).	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will work together to maximize student learning for all students. We will improve teaching techniques (Marzano instructional framework) so as to influence all students to do quality work aligned with the Florida Standards, and capture and inspire all students to learn by building relationships.

G1.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction (or do not implement if they have knowledge of it). Assessment practices. Time for professional developments. Lack of funds and resources. Lack of prior year data regarding FSA. Lack of parent involvement. Fidelity to the Marzano Instructional Model.

G1.B1.S1 Design and implement ongoing support for teachers through structured PLCs.

PD Opportunity 1

Provide opportunities to teachers to collaborate within their PLC and share teaching practices, observe other teacher's classrooms, promote collegiality and support, and help ensure quality teaching for all students.

Facilitator

Administration, Department Chair(s), Instructional Coaches, Teacher Leaders

Participants

All teachers

Schedule

Weekly, from 8/10/2015 to 5/27/2016

PD Opportunity 2

Deliver PD break out sessions to staff during pre-planning and throughout the school year.

Facilitator

Administration, Instructional Coaches, Teacher Leaders, Educational Support Center

Participants

All teachers

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

G1.B1.S2 Collect data; analyze administration observation data, and student data to implement coaching opportunities and data conversations.

PD Opportunity 1

Use iReady, Common Assessments, and Writing PMAs as diagnostic assessment tools to report and evaluate student growth in Reading, Math, Science and Writing.

Facilitator

Administration, Instructional Coaches, Teacher Leaders, Educational Support Center

Participants

All teachers

Schedule

Weekly, from 8/10/2015 to 5/27/2016

G1.B1.S3 Implement and monitor Seminole County Middle School's "Big Ideas".

PD Opportunity 1

Implement consistent rigorous instruction.

Facilitator

Administration, Department Chair(s), Instructional Coaches, Teacher Leaders

Participants

All teachers

Schedule

Daily, from 8/10/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide opportunities to teachers to collaborate within their PLC and share teaching practices, observe other teacher's classrooms, promote collegiality and support, and help ensure quality teaching for all students.				$0.00
2	G1.B1.S1.A2	Deliver PD break out sessions to staff during pre-planning and throughout the school year.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Milwee Middle School	School Improvement Funds		$0.00
3	G1.B1.S2.A1	Use iReady, Common Assessments, and Writing PMAs as diagnostic assessment tools to report and evaluate student growth in Reading, Math, Science and Writing.				$0.00
4	G1.B1.S2.A2	Align curriculum delivery, instructional plans and materials within our school instruction and student expectations as well as the Florida State Standards.				$0.00
5	G1.B1.S3.A1	Build teacher/student/community relationships.				$3,960.18
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Milwee Middle School			$3,960.18
6	G1.B1.S3.A2	Implement consistent rigorous instruction.				$0.00
7	G1.B1.S3.A3	Use appropriate interventions when needed.				$0.00
					Total:	$3,960.18