

Seminole County Public Schools

Milwee Middle School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	B

**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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	39

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Milwee Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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. In addition, Milwee teachers instruct and practice using the Milwee 8 - (1) Magnet Focus - Integrate to Innovate, (2) Student Engagement/Academic Learning Time - Cooperative Learning (Kagan), Opportunities to Learn (OTL), Feedback (3) Levels of Cognitive Complexity (Webb's Depth of Knowledge), (4) Learning Environment/Reduce Variance - Common Curriculum, (Transfer of Learning, not recall tied to the Florida Standards), Common Assessment (Increase formative assessments for learning), Common Instruction (using Marzano Indicators and Driven by Data), (5) Literacy across all content areas - Reciprocal Teaching (predicting, clarifying, questioning, summarizing), Direct Vocabulary Instruction (BAV-Marzano), Text Complexity, Close Reading, Text Based Writing (R.A.D.A.R., P.E.E.L., and DBQ's) (6) 3R's (relationships, relevance, rigor), (7) Instructional Technology/Digital Learning, (8) PLC's/Professional Learning Communities (learning, collaboration, results). Having a tangible, consistent set of expectations helps our teachers to work together to achieve Milwee's common purpose of maximizing student learning for all students. With the help of the Milwee 8, teachers, coaches, administrators, and teacher leaders do this by improving teaching techniques to influence all students to do quality work and to capture and inspire all students to learn to build those relationships.

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

Milwee's Positive Behavior Support (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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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 who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	23	33	27	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	6	13	1	0	0	0	0	20
Course failure in ELA or Math	0	0	0	0	0	0	6	58	19	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	0	0	0	119	143	70	0	0	0	0	332

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	15	52	13	0	0	0	0	80

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 Skyward Family Access Portal, (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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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 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.

2. 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 used to provide supplemental staff and 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 ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
James Kubis	Principal
Jeff Adams	Parent
Wendy Loerzel	Parent
Joni Fussell	Parent
Kamilah Simpson	Teacher
Luis Alvarado	Teacher
Paul Wyche	Parent
Steve Kuiper	Parent
Maureen Michaels	Education Support Employee
Marsha Geary	Teacher
Jeff Mueller	Parent
Jennie Johnson	Parent
Kerri Brooks	Parent
Rob Dominica	Parent
Toni Fuller	Parent
Suzanne Black	Parent
Betsy Jewell	Parent

b. Duties

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

a. 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.

b. Development of this school improvement plan

The School Advisory Council will be involved in reviewing previous assessment data, discussing 5 Essentials results, analyzing iReady data, and also comparing Discipline data from this school year to the previous year.

c. 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.

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

Total budget = \$3,960.18 + \$1,274.31 = \$5,234.49

PBS = \$1,000

Engineering = \$550

Teen Court = \$150

Science Field Trip = \$700

Literacy Week = \$400

iReady (Club 240) = \$641.88

SeaPerch = \$818.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 and Milwee's Mission Possible Action Plan.

D. Public and Collaborative Teaching

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

1. 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. Milwee has also formed the Spartan Observation Cohort each semester - a day where teachers have the opportunity to visit their peers' classrooms and observe. Teachers meet as a group following observations to discuss strengths and weaknesses and share what they learned from the experience. Milwee teachers, teacher leaders and coaches also participate in the Collaboration Café, which is a place for Coaches/Teacher Leaders to meet with Teachers to discuss instructional techniques and provide feedback in a side by side coaching atmosphere.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies**1. 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.

2. 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.

Strategy: Summer Program

Minutes added to school year: 2,880

Algebra Bridges is a four week math intervention that caters to incoming Algebra students identified as being low level and having selected Algebra. Students attend class from 9:00 - 1:00 Monday through Thursday and are taught using Florida State Standards.

Strategy Rationale

Target low level students who selected Algebra and teach them specific math skills that they are deficient in, in order to improve success and progression in Algebra when the school year begins.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Viola, Kenneth, kenneth_viola@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 iReady diagnostic analysis is completed to monitor progress of students and bridge the gap between 8th grade skills and Algebra skills needed for successful completion of the Algebra course.

Strategy: Summer Program

Minutes added to school year: 2,160

Intensive Math Bridges is a three week math intervention that caters to incoming 6th graders identified through their Elementary schools as struggling in mathematical concepts. Students attend class from 9:00-12:00 Monday through Thursday and are taught using Florida State Standards.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Viola, Kenneth, kenneth_viola@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 the iReady diagnostic is completed to further determine the placement of students for the upcoming school year.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness**1. 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.

- 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).

2. 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).

3. 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.
- Business Partnerships with specific community businesses incorporated into the curriculum to teach students how to problem solve using essential questions in a real world scenario.
- 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.

4. 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 planning, student engagement, and digital learning.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G086319

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
Statewide Science Assessment Achievement	60.0
Civics EOC Pass	80.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	44.0
Math Gains	62.0
Math Lowest 25% Gains	48.0
5Es Score: Supportive Environment	30.0

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 parent involvement Fidelity to the Marzano Instructional Model

Resources Available to Help Reduce or Eliminate the Barriers 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 School Leadership team Baseline data provided

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 Milwee Mission Possible Action Plan (Big Ideas).

Person Responsible

Kenneth Viola

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Conversations with Instructional Coach/Teacher Leader. PLC products (including tracking sheets, scales, lesson plans, and PLC notes submitted via eCampus). 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 Milwee Mission Possible Action Plan (Big Ideas).

Person Responsible

Wendy Cora

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Conversations with Instructional Coach/Teacher Leader. PLC products (including tracking sheets, scales, lesson plans, and PLC notes submitted via eCampus). 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 Milwee Mission Possible Action Plan (Big Ideas).

Person Responsible

Christen Brundidge

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Conversations with Instructional Coach/Teacher Leader. PLC products (including tracking sheets, scales, lesson plans, and PLC notes submitted via eCampus). 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

 = 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

G086319

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 parent involvement Fidelity to the Marzano Instructional Model 2

B229371

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

S241919

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 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Agenda and Minutes submitted via eCampus, 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 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Agenda and Minutes submitted via eCampus, 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 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Agenda and Minutes submitted via eCampus, 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 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Agenda and Minutes via eCampus, 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 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Agenda and Minutes via eCampus, 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 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Agenda and Minutes via eCampus, 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

 S241920

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 Milwee Mission Possible Action Plan (Big Ideas) **4**

 S241921

Strategy Rationale

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

Action Step 1 **5**

Planning (for Rigor)

Person Responsible

James Kubis

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Professional Development Breakout Sessions centered around High Yield Strategies, Reflective Practice (Spartan Observation Cohort), Effective PLC's (meeting twice per week), Feedback (Administrator to Teacher to Teacher, Teacher to Student, Student to Student), Improving Teaching Techniques

Action Step 2 **5**

Student Engagement (for Rigor & Relationships)

Person Responsible

James Kubis

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Mentoring and Focus Groups, Emphasis on Marzano Instructional Model, Positive Teacher/ Student Recognition, Student Centered, Family Focused, STEM Business Community Partnerships, Student Interventions (Relationships/Academic)

Action Step 3 **5**

Digital Learning (for Rigor)

Person Responsible

James Kubis

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Blended Learning Opportunities, eCampus, iReady, Professional Development

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

Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big Ideas)

Person Responsible

Kenneth Viola

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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 via eCampus, walkthrough data via iObservation).

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

Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big Ideas)

Person Responsible

Wendy Cora

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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 via eCampus, walkthrough data via iObservation).

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

Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big Ideas)

Person Responsible

Christen Brundidge

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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 via eCampus, walkthrough data via iObservation).

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

Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big Ideas)

Person Responsible

Kenneth Viola

Schedule

Monthly, from 8/10/2016 to 5/31/2017

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 Milwee Mission Possible Action Plan (Big Ideas)

Person Responsible

Wendy Cora

Schedule

Monthly, from 8/10/2016 to 5/31/2017

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 Milwee Mission Possible Action Plan (Big Ideas)

Person Responsible

Schedule














Monthly, from 8/10/2016 to 5/31/2017





Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A313138	Provide opportunities to teachers to collaborate within their PLC and share teaching practices,...	Kubis, James	8/10/2015	Agenda, meeting minutes, peer observations conducted in iObservation	5/27/2016 weekly
G1.B1.S1.A2 A313139	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
G1.MA1 M322922	Design and implement ongoing support for teachers through structured PLC's. Analyze administration...	Viola, Kenneth	8/10/2016	Conversations with Instructional Coach/ Teacher Leader. PLC products (including tracking sheets, scales, lesson plans, and PLC notes submitted via eCampus). 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.	5/31/2017 weekly
G1.MA2 M322923	Design and implement ongoing support for teachers through structured PLC's. Analyze administration...	Cora, Wendy	8/10/2016	Conversations with Instructional Coach/ Teacher Leader. PLC products (including tracking sheets, scales, lesson plans, and PLC notes submitted via eCampus). 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.	5/31/2017 weekly
G1.MA3 M322924	Design and implement ongoing support for teachers through structured PLC's. Analyze administration...	Brundidge, Christen	8/10/2016	Conversations with Instructional Coach/ Teacher Leader. PLC products (including tracking sheets, scales, lesson plans, and PLC notes submitted via eCampus). 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.	5/31/2017 weekly
G1.B1.S1.MA1 M322904	Design and implement ongoing support for teachers through structured PLCs.	Viola, Kenneth	8/10/2016	PLC Agenda and Minutes via eCampus, School-Based Coaches/Teacher Leader meetings	5/31/2017 monthly
G1.B1.S1.MA5 M322905	Design and implement ongoing support for teachers through structured PLCs.	Cora, Wendy	8/10/2016	PLC Agenda and Minutes via eCampus, School-Based Coaches/Teacher Leader meetings	5/31/2017 monthly
G1.B1.S1.MA6 M322906	Design and implement ongoing support for teachers through structured PLCs.	Brundidge, Christen	8/10/2016	PLC Agenda and Minutes via eCampus, School-Based Coaches/Teacher Leader meetings	5/31/2017 monthly
G1.B1.S1.MA1 M322907	Design and implement ongoing support for teachers through structured PLCs.	Viola, Kenneth	8/10/2016	PLC Agenda and Minutes submitted via eCampus, Data chats between Teacher and Administrator, Deliberate Practice Plans	5/31/2017 weekly
G1.B1.S1.MA3 M322908	Design and implement ongoing support for teachers through structured PLCs.	Cora, Wendy	8/10/2016	PLC Agenda and Minutes submitted via eCampus, Data chats between Teacher and Administrator, Deliberate Practice Plans	5/31/2017 weekly
G1.B1.S1.MA4 M322909	Design and implement ongoing support for teachers through structured PLCs.	Brundidge, Christen	8/10/2016	PLC Agenda and Minutes submitted via eCampus, Data chats between Teacher and Administrator, Deliberate Practice Plans	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1  M322910	Collect data; analyze administration observation data, and student data to implement coaching...	Viola, Kenneth	8/10/2016	Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.	5/31/2017 monthly
G1.B1.S2.MA5  M322911	Collect data; analyze administration observation data, and student data to implement coaching...	Cora, Wendy	8/10/2016	Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.	5/31/2017 monthly
G1.B1.S2.MA6  M322912	Collect data; analyze administration observation data, and student data to implement coaching...	Brundidge, Christen	8/10/2016	Student performance data - Writing PMA's, iReady data, and Common Assessment data. Feedback and ongoing ratings towards teachers' Deliberate Practice plan.	5/31/2017 monthly
G1.B1.S2.MA1  M322913	Collect data; analyze administration observation data, and student data to implement coaching...	Viola, Kenneth	8/10/2016	Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.	5/31/2017 weekly
G1.B1.S2.MA3  M322914	Collect data; analyze administration observation data, and student data to implement coaching...	Cora, Wendy	8/10/2016	Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.	5/31/2017 weekly
G1.B1.S2.MA4  M322915	Collect data; analyze administration observation data, and student data to implement coaching...	Brundidge, Christen	8/10/2016	Schedule of data collection from classroom walkthroughs, using iObservation to provide feedback, and also quarterly data conversations with teachers.	5/31/2017 weekly
G1.B1.S2.A1  A313140	Use iReady, Common Assessments, and Writing PMAs as diagnostic assessment tools to report and...	Kubis, James	8/10/2016	Data conversations with Administration - iReady data, Common assessment data	5/31/2017 weekly
G1.B1.S2.A2  A313141	Align curriculum delivery, instructional plans and materials within our school instruction and...	Kubis, James	8/10/2016	Walkthrough data using iObservation, Instructional Plans, Lesson Plans	5/31/2017 daily
G1.B1.S3.MA1  M322916	Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big...	Viola, Kenneth	8/10/2016	Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.	5/31/2017 monthly
G1.B1.S3.MA5  M322917	Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big...	Cora, Wendy	8/10/2016	Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.	5/31/2017 monthly
G1.B1.S3.MA6  M322918	Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big...		8/10/2016	Summative teacher evaluations, Spotlight and Early Warning reports in EdInsight, iReady data, discipline referral data.	5/31/2017 monthly
G1.B1.S3.MA1  M322919	Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big...	Viola, Kenneth	8/10/2016	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 via eCampus, walkthrough data via iObservation).	5/31/2017 weekly
G1.B1.S3.MA2  M322920	Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big...	Cora, Wendy	8/10/2016	Weekly updates on: MTSS, AIP, Discipline Data, Intensive programs, Intervention programs from responsible administrator during weekly administration meeting. DP reflection analysis, instructional weekly updates	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				(PLC minutes via eCampus, walkthrough data via iObservation).	
G1.B1.S3.MA3  M322921	Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big...	Brundidge, Christen	8/10/2016	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 via eCampus, walkthrough data via iObservation).	5/31/2017 weekly
G1.B1.S3.A1  A313142	Planning (for Rigor)	Kubis, James	8/10/2016	Professional Development Breakout Sessions centered around High Yield Strategies, Reflective Practice (Spartan Observation Cohort), Effective PLC's (meeting twice per week), Feedback (Administrator to Teacher to Teacher, Teacher to Student, Student to Student), Improving Teaching Techniques	5/31/2017 daily
G1.B1.S3.A2  A313143	Student Engagement (for Rigor & Relationships)	Kubis, James	8/10/2016	Mentoring and Focus Groups, Emphasis on Marzano Instructional Model, Positive Teacher/Student Recognition, Student Centered, Family Focused, STEM Business Community Partnerships, Student Interventions (Relationships/Academic)	5/31/2017 daily
G1.B1.S3.A3  A313144	Digital Learning (for Rigor)	Kubis, James	8/10/2016	Blended Learning Opportunities, eCampus, iReady, Professional Development	5/31/2017 daily

V. 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 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 8/10/2016 to 5/31/2017

PD Opportunity 2

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

Facilitator

Administration, Instructional Coaches, Teacher Leaders, Educational Support Center

Participants

All teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

G1.B1.S3 Implement and monitor Seminole County Middle School's Milwee Mission Possible Action Plan (Big Ideas)

PD Opportunity 1

Planning (for Rigor)

Facilitator

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

Participants

All teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

PD Opportunity 2

Student Engagement (for Rigor & Relationships)

Facilitator

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

Participants

All teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

PD Opportunity 3

Digital Learning (for Rigor)

Facilitator

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

Participants

All Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

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	2016-17
			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	Planning (for Rigor)				\$4,119.17
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Milwee Middle School			\$4,119.17
6	G1.B1.S3.A2	Student Engagement (for Rigor & Relationships)				\$0.00
7	G1.B1.S3.A3	Digital Learning (for Rigor)				\$0.00
Total:						\$4,119.17