2013-2014 SCHOOL IMPROVEMENT PLAN

Milwee Middle School
1341 S RONALD REAGAN BLVD
Longwood, FL 32750
407-746-3850
http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0101

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	64%

Alternative/ESE Center	Charter School	Minority Rate
No	No	54%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Milwee Middle School

Principal
Michelle Walsh

School Advisory Council chair
Joni Fussell

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title

District-Level Information

District
Seminole

Superintendent
Dr. Walt Griffin

Date of school board approval of SIP
11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Administrator - Dr. Michelle Walsh (Principal)
Instructional Personnel (Teachers) - Takisha Toussaint (Vice-Chairperson), Brian Furgione (Secretary), Linda Urichko
Non-Instructional Personnel - Maria Sheikh (Front Office Secretary)
Parents/Community - Joni Fussell (Chairperson), Kevin Urichko (Community Member), Erik Schoneck (Parent), Michelle Solberg (Parent), Tiffany Dowling (Parent), Robert Slavkin (Parent), Suzanne Black (Parent), Jeff Adams (Parent), Wendy Loerzel (Parent)
*Annual elections, by peers, shall be held to fill expiring terms. Maximum efforts will be made to include on the Council minority persons and persons of lower socioeconomic status served by the school.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

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.

Projected use of school improvement funds, including the amount allocated to each project

FCAT Games (Reading Initiative) - $398
Designers Challenge - $200
Soapbox Derby Engineering - $150
SeaPerch Engineering - $200
E-Week - $250
SuccessMaker - $100

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michelle Walsh		
Principal	Years as Administrator: 17	Years at Current School: 5

Credentials

Performance Record	Milwee Middle School currently has a school grade of a "B", and has been rated a "B" for the past 3 years. With 581 total points, Milwee fell 9 points short during the 2012-2013 school year from earning the grade of an "A". When comparing the school grade from 2012 to 2013, Milwee has improved in: % of students meeting high standards in Math and Science, % of students making a learning gain for Reading and Math, % of students in the lowest quartile making a learning gain in Reading and Math, acceleration performance points, and overall total points.

Kenneth Viola		
Asst Principal	Years as Administrator: 2	Years at Current School: 4

Credentials	
Performance Record	Milwee Middle School currently has a school grade of a "B", and has been rated a "B" for the past 3 years. With 581 total points, Milwee fell 9 points short during the 2012-2013 school year from earning the grade of an "A". When comparing the school grade from 2012 to 2013, Milwee has improved in: % of students meeting high standards in Math and Science, % of students making a learning gain for Reading and Math, % of students in the lowest quartile making a learning gain in Reading and Math, acceleration performance points, and overall total points.

Kellie Cashion		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	
Performance Record	Milwee Middle School currently has a school grade of a "B", and has been rated a "B" for the past 3 years. With 581 total points, Milwee fell 9 points short during the 2012-2013 school year from earning the grade of an "A". When comparing the school grade from 2012 to 2013, Milwee has improved in: % of students meeting high standards in Math and Science, % of students making a learning gain for Reading and Math, % of students in the lowest quartile making a learning gain in Reading and Math, acceleration performance points, and overall total points.

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marsha Geary		
Full-time / School-based	Years as Coach: 3	Years at Current School: 16
Areas	Reading/Literacy, Other	
Credentials		
Performance Record	Milwee Middle School currently has a school grade of a "B", and has been rated a "B" for the past 3 years. With 581 total points, Milwee fell 9 points short during the 2012-2013 school year from earning the grade of an "A". When comparing the school grade from 2012 to 2013, Milwee has improved in: % of students meeting high standards in Math and Science, % of students making a learning gain for Reading and Math, % of students in the lowest quartile making a learning gain in Reading and Math, acceleration performance points, and overall total points.	

Kelly Napierata		
Full-time / School-based	Years as Coach: 0	Years at Current School: 3
Areas	Data, RtI/MTSS, Other	
Credentials		
Performance Record		

Joanne Gaulding		
Full-time / School-based	Years as Coach: 3	Years at Current School: 9
Areas	RtI/MTSS, Other	
Credentials		
Performance Record	Milwee Middle School currently has a school grade of a "B", and has been rated a "B" for the past 3 years. With 581 total points, Milwee fell 9 points short during the 2012-2013 school year from earning the grade of an "A". When comparing the school grade from 2012 to 2013, Milwee has improved in: % of students meeting high standards in Math and Science, % of students making a learning gain for Reading and Math, % of students in the lowest quartile making a learning gain in Reading and Math, acceleration performance points, and overall total points.	

Kamilah Simpson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

77

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
99%

 # certified in-field
77, 100%

 # ESOL endorsed
21, 27%

 # reading endorsed
14, 18%

 # with advanced degrees
33, 43%

 # National Board Certified
1, 1%

 # first-year teachers
9, 12%

 # with 1-5 years of experience
29, 38%

 # with 6-14 years of experience
20, 26%

 # with 15 or more years of experience
19, 25%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a core Multi-Tiered System of Supports (MTSS) 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 determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team receives updates on the progress of students in MTSS several times during the year such as after benchmark testing and at semester break. If circumstances require more immediate notification, these are handled on a case-by-case basis.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

All data are available in two major data management systems; Skyward and Discovery Education. Ed Insight pulls data from these two systems and presents it in a series of reports that can be used by teachers and shared with parents and students. Teachers regularly monitor student progress using these systems and adjust their educational strategies accordingly. The MTSS team will review student progress at progress reports, report cards and semester time to see how students are progressing.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teachers receive information during faculty meetings on the MTSS process. They are given materials that can be used in understanding interventions at the various levels. In addition, parent meetings are held to help parents understand the process and their student's progress. Teachers are involved in the process as they are responsible for implementing and tracking the various interventions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 5,760

Summer Bridges is a six week reading intervention that caters to incoming 6th graders as well as students that need extra reading support at the end of the school year. Students attend class from 8:30-12:30 Monday through Thursday and are taught using district adopted programs. The programs used during Summer Bridges are SRA's Corrective Reading Level B2 and Read to Achieve .

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by teachers at the end of each unit and test scores were also recorded. Observational data is also collect by the teachers and both methods facilitated in the placement of students for the upcoming school year.

Who is responsible for monitoring implementation of this strategy?

The monitoring of implementation is the responsibility of the Instructional Literacy Coach who inturn works in close contact with the teachers and students of the program.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

High School Credit Classes – Foreign language (classroom and virtual lab), Algebra Standard, Algebra Honors, Geometry Honors, Biology Honors.
On site virtual lab courses: Business Keyboarding, Career Research and Decision Making, Critical Thinking Skills, Personal Fitness (HS credit), and several foreign languages.
Pre-IB Classes at all grade levels. Project based/inquiry learning curriculums with emphasis on team based projects and leadership. Participation in district, state, and national fairs and competitions.
Engineering (STEAMM) based projects for every grade level curriculum on campus on a quarterly basis.
Engineering based activities, lesson plans, and websites presented to every homeroom on campus. They focus on the important inventions and contributions of significant engineers and scientists.
Professional development for teachers (book studies and training): Kagan, Differentiated Teaching, Marzano, Accommodations for ESOL, ESE, DQ Model, Team Building, Learning Goals.
Engineering based electives: Orthographic Art, Design and Modeling, Flight/Space, Automation/ Robotics, Web Design, Office Technology, Energy/Environment, Environmental Science, Video Game Design I & II. Specialized courses allow students to explore specific topics and areas of interest in depth.
Student trips to University of Central Florida and other state colleges. Student participation in competitions which promote learning useful to future planning and careers.
Ex: Engineering Day/Trip for Girls to UCF.
Participation in district, state level history and science fairs.
Math Counts, SECME, FIRST Lego, Spanish – participates in district-wide competitions
Clubs – promote high school and career readiness are made available to all students on campus each semester. Examples: forensic science, foreign languages, digital newspaper, art, band.

Honor Society (Beta Club) promotes and recognizes academic and personal achievement.
Student lead conferences – (personal and academic goals) with parents and teachers
Pre-IB and Science Nights for Parents
All curriculums are infused with engineering and project based standards that promote team building, academic, leadership, and future career skills.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Elementary school visits and parent nights to promote secondary school planning.
Individual and small group conferences with 8th grade students for high school registration.
Classroom visits by school counselor to promote awareness of high school magnet programs and other choices available to 8th grade students.
Every 8th grade student develops a 4 year high school plan with individual assistance through counselor visits to classrooms.
8th grade presentations: "College Bound and Career Ready" and "High School Choices".
Articulation with all high schools in the county (through counselor contact).
Choices Career Planning Unit – all 8th grade students through history classes. Lessons are done 1st semester before high school registration process to help prepare students for personal, academic, and career planning.
8th grade trip/tour made available to students interested in the magnet program at Crooms Academy of Information Technology.
Virtual lab course available for all grade levels: "Career Research and Decision Making".
Sixth Grade Curriculum Night – for parents and student during the course selection process to assist with selection of courses the best match academic skills. Electives are showcased so students can make better selections to match interests and abilities.
Presentation by ROTC Lyman High School
Vocational career opportunities available at the district high schools are reviewed with students in the high school registration conference.

Strategies for improving student readiness for the public postsecondary level

Level 3 (FCAT) math students taking advanced math courses.
Semester writing courses for 7th and 8th grade students (proficient FCAT).
Student writing portfolios maintained in all academic classes promoting writing skills with a school goal at 4.0 for 2.0 FCAT 2014.
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, critical thinking.
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 each class. Teachers provide strategies and support.
School-wide goals established in the areas of attendance, learning gains, and positive leadership.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	64%	No	72%
American Indian				
Asian	91%	79%	No	92%
Black/African American	55%	51%	No	60%
Hispanic	59%	55%	No	63%
White	78%	71%	No	80%
English language learners	37%	26%	No	43%
Students with disabilities	47%	31%	No	52%
Economically disadvantaged	61%	57%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	324	27%	30%
Students scoring at or above Achievement Level 4	429	36%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		33%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	739	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	166	56%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	29	57%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	31%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	39%	44%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	186	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	62%	No	68%
American Indian				
Asian	91%	76%	No	92%
Black/African American	49%	42%	No	54%
Hispanic	55%	53%	No	60%
White	74%	71%	No	77%
English language learners	33%	24%	No	40%
Students with disabilities	48%	34%	No	53%
Economically disadvantaged	55%	52%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	335	28%	31%
Students scoring at or above Achievement Level 4	385	32%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	71%	74%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	758	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	162	55%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	228	75%	80%
Middle school performance on high school EOC and industry certifications	222	97%	99%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	35%	37%
Students scoring at or above Achievement Level 4	110	61%	63%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		8%
Students scoring at or above Achievement Level 4	41	91%	92%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	23%	26%
Students scoring at or above Achievement Level 4	144	38%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		73%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		27%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	20		25
Participation in STEM-related experiences provided for students	500	41%	46%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	18	1%	2%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	466	36%	31%
Students who fail a mathematics course	9	1%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	3	0%	0%
Students who receive two or more behavior referrals	137	10%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	91	6%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase the percent of parents registered for the Skyward Parent Portal.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent logged into Skyward Parent Portal at least once during school year.	467	40%	45%

Goals Summary

G1. All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to Reading, Math, and Writing Common Core and NGSS standards.

Goals Detail

G1. All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to Reading, Math, and Writing Common Core and NGSS standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Instructional and Literacy, coaches. Common planning time with PLC. The Art and Science of Teaching - materials. Professional Development days scheduled. Increased PD budget.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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.

Person or Persons Responsible

Administration and School-Based Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Coaches activity logs. PLC products. Student performance data - Writing PMAs, DE, and Common Assessment data. Feedback and rating towards teacher's Deliberate Practice Plans.

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to Reading, Math, and Writing Common Core and NGSS standards.

G1.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction (or do not implement if they have knowledge of it). 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.

Action Step 1

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

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda, meeting minutes, peer observations conducted in iObservation

Action Step 2

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

Person or Persons Responsible

School coaches, District, and School-based leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Facilitator:

Administration, School-Based Coaches, Educational Support Center

Participants:

All Teachers

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

Design and implement ongoing support for teachers through structured PLCs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

Design and implement ongoing support for teachers through structured PLCs.

Person or Persons Responsible

Administration and School-Based Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Agenda and Minutes, School-Based Coaches weekly activity log

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

Action Step 1

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

Person or Persons Responsible

School-based coaches and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data conversations with Administration - DE data, Common assessment data

Facilitator:

Administration, School-Based Coaches, Educational Support Center

Participants:

All Teachers

Action Step 2

Align curriculum delivery, instructional plans and materials within our school instruction and student expectations as well as the Next Generation Sunshine State Standards and Common Core.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data using iObservation, Instructional Plans, Lesson Plans

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Milwee Middle School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education 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. 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to Reading, Math, and Writing Common Core and NGSS standards.

G1.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction (or do not implement if they have knowledge of it). 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

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

Facilitator

Administration, School-Based Coaches, Educational Support Center

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

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

PD Opportunity 1

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

Facilitator

Administration, School-Based Coaches, Educational Support Center

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data conversations with Administration - DE data, Common assessment data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to Reading, Math, and Writing Common Core and NGSS standards.	$1,298
	Total	$1,298

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
SAC Funds	$1,298	$1,298
Total	$1,298	$1,298

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to Reading, Math, and Writing Common Core and NGSS standards.

G1.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction (or do not implement if they have knowledge of it). 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.

Action Step 1

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

Resource Type

Evidence-Based Materials

Resource

Reading and Positive Behavior Support Initiatives

Funding Source

SAC Funds

Amount Needed

$1,298