Milwee Middle School

2021-22 Schoolwide Improvement Plan

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Milwee Middle School

1341 S RONALD REAGAN BLVD, Longwood, FL 32750

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

Demographics

Principal: James Kubis

Start Date for this Principal: 6/12/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (54%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The vision of Milwee Middle school is to integrate to innovate our magnet theme by providing ALL our students a way to explore and find their passion leading to a sense of purpose; making connections with real-world experiences and the classroom in collaboration with our teachers, parents, students, and community.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Kubis, James	Principal	Oversees all school operations
Brundidge, Christen	Assistant Principal	Supervises Science, Social Studies, Discipline, K Zone, PBS Discipline Committee, MTSS Committe including Truancy and Student Attendance, PBS, Academic Intervention, Open House, Induction, and Title IX.
Cora, Wendy	Assistant Principal	Principal designee- Supervises Reading, ELA, ESOL, and Electives, PrePlan, Opening Week, Lyman HS Cluster, Literacy Committee, Summer Bridges Reading Program, Professional Development, Read to Lead, HS Transition, Literacy Night/Family Involvement, Student Handbook, Induction Program, School Messenger, Virtual School, Industry/Digital Tools Certification, Social Media, Clubs, Faculty and Staff Recognition, School Recognition, and Interns.
Darcy, Elizabeth	Assistant Principal	Supervises ESE, EP, and 504s, MTSS Committee, Math, PE, Master Schedule, Bell Schedule, Grade Book/Report Cards/Progress Reports, SAC/SIP, IS Advisory, Extracurricular Student Activities/Clubs/Sports; Fundraisers, Testing, Math Night/Family Involvement, Summer Bridges Algebra, Tutoring, Facilities, Health Dept, Business Partners, Tech Facilitator, Title 1, Spartan Time (Social Emotional Health) and Newsletter.
Alvarado, Luis	Dean	Responsible for Discipline, Transportation, School Security, Fire and Emergency Drills, Student Recognition, Mentor Program, MTSS Committee, Bullying Prevention Contact, Red Ribbon Week, JDC Contact, Violence Prevention Month, KZone Supervisor
Werley, Alison	Other	Coordinates Facilities, Testing, Non-Instructional Personnel, Substitutes and Clinic Supervision.
Coker, Luci	Other	Coordinates Magnet Integration
Stallworth, Olanthia	Behavior Specialist	MTSS Committee Coordinator, PBS Discipline Committee, Student Advisor, Student of the Month, Mentor Coordinator, Mentor Program, JDC Contact, Liaison Upstanders Program, Fresh Start, Groups Facilitator (Y-Try, GoGirls, Words Wound, Men of Excellence) Peer Mediation

Demographic Information

Principal start date
Thursday 6/12/2014, James Kubis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,422

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	546	531	345	0	0	0	0	1422
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	30	86	29	0	0	0	0	145
Course failure in Math	0	0	0	0	0	0	38	31	3	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	95	107	46	0	0	0	0	248
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	137	118	42	0	0	0	0	297
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	46	76	14	0	0	0	0	136

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	88	118	26	0	0	0	0	232
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	599	488	374	0	0	0	0	1461
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	36	62	26	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	35	47	9	0	0	0	0	91
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	88	87	49	0	0	0	0	224
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	102	93	48	0	0	0	0	243
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	47	64	20	0	0	0	0	131

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	100	90	23	0	0	0	0	213
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Number of students enrolled	0	0	0	0	0	0	599	488	374	0	0	0	0	1461
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	36	62	26	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	35	47	9	0	0	0	0	91
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	88	87	49	0	0	0	0	224
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	102	93	48	0	0	0	0	243
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Students with two or more indicators	0	0	0	0	0	0	47	64	20	0	0	0	0	131

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Retained Students: Current Year	0	0	0	0	0	0	100	90	23	0	0	0	0	213
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	61%	54%	55%	60%	53%
ELA Learning Gains				54%	57%	54%	49%	56%	54%
ELA Lowest 25th Percentile				38%	45%	47%	40%	43%	47%
Math Achievement				57%	66%	58%	59%	66%	58%
Math Learning Gains				56%	64%	57%	53%	64%	57%
Math Lowest 25th Percentile				45%	52%	51%	40%	48%	51%
Science Achievement				53%	59%	51%	60%	62%	52%
Social Studies Achievement				68%	75%	72%	62%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	50%	60%	-10%	54%	-4%
Cohort Comparison						
07	2021					
	2019	50%	58%	-8%	52%	-2%
Cohort Comparison		-50%				
08	2021					
	2019	55%	61%	-6%	56%	-1%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	65%	-10%	55%	0%
Cohort Comparison						
07	2021					
	2019	53%	61%	-8%	54%	-1%
Cohort Comparison		-55%				
08	2021					
	2019	8%	32%	-24%	46%	-38%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	57%	-7%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	74%	-8%	71%	-5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	61%	20%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	64%	32%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Common District Created Benchmark Assessments were utilized to progress monitor:
• ELA – Grades 6-8
• Mathematics – Grades 6-8 including high school Algebra and Geometry
• Science – Grade 8
• Civics – Grade 7

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	264/69%	234/56%	330/73%
	Economically Disadvantaged	135/59%	114/44%	185/65%
	Students With Disabilities	21/38%	19/29%	37/50%
	English Language Learners	9/27%	11/31%	15/41%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	243/58%	198/47%	262/59%
	Economically Disadvantaged	126/49%	101/38%	146/53%
	Students With Disabilities	29/45%	25/37%	33/45%
	English Language Learners	17/53%	16/47%	22/59%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	275/77%	296/83%	357/92%
	Economically Disadvantaged	180/72%	202/81%	244/89%
	Students With Disabilities	16/36%	22/54%	34/69%
	English Language Learners	17/63%	21/75%	23/77%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	260/74%	260/72%	247/65%
	Economically Disadvantaged	172/70%	172/69%	159/60%
	Students With Disabilities	24/56%	25/58%	18/38%
	English Language Learners	15/58%	15/56%	13/46%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	315/88%	269/77%	232/62%
	Economically Disadvantaged	214/86%	179/74%	141/55%
	Students With Disabilities	32/73%	23/61%	11/24%
	English Language Learners	17/68%	15/60%	8/30%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	277/81%	217/65%	292/76%
	Economically Disadvantaged	159/75%	110/54%	166/69%
	Students With Disabilities	18/45%	8/21%	18/39%
	English Language Learners	12/50%	6/25%	14/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	199/62%	224/70%	222/60%
	Economically Disadvantaged	106/54%	123/63%	129/56%
	Students With Disabilities	9/28%	16/43%	14/33%
	English Language Learners	13/59%	12/57%	12/43%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	117/56%	119/56%	171/69%
	Economically Disadvantaged	75/49%	77/48%	124/68%
	Students With Disabilities	7/21%	11/31%	19/43%
	English Language Learners	7/32%	6/26%	16/57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	35	31	21	27	28	20	37			
ELL	43	63	52	38	50	50	32	59	67		
ASN	72	65		78	57		77	92	75		
BLK	41	44	38	37	30	30	42	55	53		
HSP	50	47	34	47	44	37	48	69	57		
MUL	49	48	27	54	37	29	81	56	93		
WHT	72	61	38	73	52	36	79	77	83		
FRL	48	47	35	45	39	32	49	63	62		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	37	35	21	42	42	20	28			
ELL	18	46	43	28	49	47	10	33			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	89	76		89	78		88	100	90		
BLK	31	36	33	38	45	33	27	49	70		
HSP	45	54	39	47	54	48	39	64	72		
MUL	64	47		65	55		58	90	73		
WHT	68	61	40	70	61	52	65	76	87		
FRL	43	49	39	45	50	45	41	60	72		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	37	31	25	33	28	30	32	38		
ELL	21	34	35	27	45	45	32	26	55		
ASN	83	67		87	63		92	94	94		
BLK	35	41	36	40	39	29	33	46	47		
HSP	45	40	37	47	49	40	54	45	64		
MUL	60	58	50	58	63		67	75	82		
WHT	67	56	46	72	60	50	71	75	77		
FRL	44	43	39	47	46	37	50	51	59		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	87
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The performance of African-American students, English language learners and students with disabilities across all grade levels and content areas are a concerning trend.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The achievement and learning gains of African-American students, English language learners and students with disabilities demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade 6-7 ELA, Economically Disadvantaged Grade 6 mathematics and Grade 8 science reflect the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

What strategies will need to be implemented in order to accelerate learning?

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support, expanded use of SCPS early warning tracking and MTSS based support, and additional progress monitoring opportunities in ELA and mathematics for all students in grades 6-8.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Increasing academic achievement of African American students, English language learners and students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome:	Increase achievement and learning gains for African American students, English language learners and students with disabilities.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	James Kubis (james_kubis@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
Low 30% Monitoring
High Level 1 and High Level 2 Monitoring
Low Level 3 Acceleration
Collaborative Data Driven PLCs
Tutoring
See SCPS School Improvement Plan for additional details

Person Responsible	James Kubis (james_kubis@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Milwee Middle School engages with stakeholders to ensure a positive culture and environment. We have several stakeholder groups who contribute. PTSA engages in activities that promote a positive school culture. This group regularly shares positive information and messages on their Facebook page, organizes morale-building events for staff and students, and hosts events that partner with other stakeholders. For example, COR Coaching and Consulting, LLC worked with PTSA to sponsor on online Music and Self-Care night. PTSA helps fund STEM and other community -building events. Club Teachers provide relationship-

building and interest focused activities during the school day on Fridays to help students engage with adults and other students in positive and less structured ways. Extra Curricular Sponsors including teachers, parents and community members support a positive culture and environment through Beta, Junior Optimists, and other clubs. Coaches focus on teamwork, positive behaviors, and academics first as part of their student agreements to participate. Food Services works on ways to efficiently deliver meals to over 1400 students during the day and needed snacks for students in summer programs, tutorial, and before and afterschool programs. SAC focuses on providing grants to teachers and staff to incentive and celebrate student growth in Reading and Math. UCF teams with PLTW teachers, students and families to provide real-world engagement connected to our magnet. Students leading student-sponsored organizations including Gay Straight Alliance and Fellowship of Christian Athletes promote positive student engagement on campus. Student Government engages students in celebrations like spirit week, Red Ribbons Week, Black Out Bullying Week, and Unity Day and others to build school spirit. ABA, Accountability by All teacher group, develops Social Emotional and culture -building lessons for weekly Spartan Time. ESE teachers coordinate with our District Athletics Director and Unified Sports- Special Olympics to build relationships between differently-abled students and the broader school community through the Unified Sports program. Students, teachers, families and volunteers participate in positive and inclusive on-campus events.