Milwee Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 12/6/2014

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2021-22 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	2021-22: B (55%) 2018-19: B (56%) 2017-18: B (54%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Kubis, James	Principal	Oversees all school operations
Brundidge, Christen	Assistant Principal	Supervises English Language Arts, Science, Discipline, PBS, Discipline Committee, MTSS Committee including Truancy, Student Attendance, PBS, Academic and Behavioral Interventions, Induction, and Title IX.
Cora, Wendy	Assistant Principal	Principal designee- Supervises Reading, ESOL, ESE, and Electives, PrePlan, Opening Week, Lyman HS Cluster, Literacy Committee, Summer Bridges Reading Program, Professional Development, Read to Lead, 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 Math, Social Studies, and PE, Grade Book/Report Cards/Progress Reports, SAC/SIP, IS Advisory, Extracurricular Student Activities/Clubs/Sports; Math Night/Family Involvement, Summer Bridges Math & Algebra, 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
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, GoGrrls, Words Wound, Men of Excellence) Peer Mediation
Coker, Luci	Other	Coordinates Magnet Integration, Spartan Time SEL, Newsletter, and Title 1
Bruen, Bo	Other	Coordinates Facilities, Master Scheduling, IS, Testing, Non-Instructional Personnel, Substitutes and Clinic Supervision, and Technology.
Sterling, Timothy	Behavior Specialist	TBD, but could include 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, GoGrrls, Words Wound, Men of Excellence) Peer Mediation

Demographic Information

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

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,436

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	1	494	512	427	0	0	0	0	1434
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	16	24	13	0	0	0	0	53
Course failure in ELA	0	0	0	0	0	0	10	26	16	0	0	0	0	52
Course failure in Math	0	0	0	0	0	0	18	3	4	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	91	119	70	0	0	0	0	280
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	129	151	61	0	0	0	0	341
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	23	28	10	0	0	0	0	61

Using current year data, complete the table below with the number of students identified as being "retained.":

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	39	69	32	0	0	0	0	140
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

Tuesday 8/16/2022

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	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	

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	546	531	345	0	0	0	0	1422
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	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

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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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	59%	50%				55%	61%	54%
ELA Learning Gains	48%						54%	57%	54%
ELA Lowest 25th Percentile	36%						38%	45%	47%
Math Achievement	56%	37%	36%				57%	66%	58%
Math Learning Gains	56%						56%	64%	57%
Math Lowest 25th Percentile	49%						45%	52%	51%
Science Achievement	56%	62%	53%				53%	59%	51%
Social Studies Achievement	66%	62%	58%				68%	75%	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	2022					
	2019	50%	60%	-10%	54%	-4%
Cohort Comparison						
07	2022					
	2019	50%	58%	-8%	52%	-2%
Cohort Comparison		-50%				
08	2022					
	2019	55%	61%	-6%	56%	-1%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	55%	65%	-10%	55%	0%
Cohort Comparison						
07	2022					
	2019	53%	61%	-8%	54%	-1%
Cohort Comparison		-55%				
08	2022					
	2019	8%	32%	-24%	46%	-38%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	50%	57%	-7%	48%	2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	74%	-8%	71%	-5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	61%	20%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	64%	32%	57%	39%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	31	23	25	45	37	13	29	50		
ELL	33	38	32	31	50	47	32	43	77		
ASN	75	70		79	69		85	93	88		
BLK	37	41	30	40	47	41	33	54	50		
HSP	51	46	38	44	53	52	51	58	67		
MUL	50	52	36	48	54	40	38	57			
WHT	69	52	38	73	62	52	71	80	76		
FRL	47	45	36	46	52	48	48	55	66		
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		

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
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
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	77
Total Points Earned for the Federal Index	571
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Not hitting goals for Lowest quartile (30%) in all content areas
ELA Achievement and learning gains decline across grade levels
Math Achievement stagnate- growth continues to rise
Drop in Science
Increase in Digital Tools Certifications
Achievement Gap trends in ESE, for Black students, and students with low SES

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA Learning Gains by sublevel – focus needs to be on our High 1's. Although we fell by only 1 percentage point that encompassed 13 students. Adding those 13 students to level 2 would have had a positive impact on our Level 2 Learning Gains. Regarding grade level performance, more work needs to be done with our 6th Math and 8th grade Pre-Algebra students.

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 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 targeted support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Looking at Milwee's attendance targets, our students improved significantly in this area with a growth of 3 percentage points, exceeding our SIP data target by 4 percentage points.

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?

Strategy #1 is ensuring all our level 1 students are supported in an intensive math/reading course. This will have a positive impact on our learning gains. Our unique iReady Reading and Math homerooms ensures that our level 2 students are receiving appropriate remediation along with grade level text and grade level math concepts. Other strategies include monitoring our ESE and ELL students to close the gap along with weekly interventions through MTSS for students at risk with 2 + risk indicators. Continuing our Spartan

Academy (which is an opportunity for students to gain additional help with classwork, etc.) as well as including professional development on instructional strategies for our teachers, reflective practices, and effective PLC meetings will all work together to accelerate learning on our campus. Milwee will also increase communication regarding the resources necessary for specifically identified students (low GPA) to be successful.

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 focus on instructional strategies, sustainability of improvement efforts, additional services dedicated to student acceleration including support of benchmark- based instruction across all content areas, social emotional learning support for students and families, data driven tutoring, acceleration support, and expanded use of SCPS early warning tracking and MTSS based support.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increasing academic achievement of 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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase achievement and learning gains for students with disabilities.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Lessons aligned to B.E.S.T. benchmarks at the appropriate grade 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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tutorial Action Plan:
1. Milwee After-school Tutorial Program provides free tutoring for any student who would like to attend. Students will be provided small group and individual opportunities to improve and strengthen reading and math skills based on benchmarks covered in their regular math and ELA classes. Tutorial teachers will monitor students' proficiency and growth using iReady, Khan, Math Nation, and/or other progress monitoring tools to identify needs and provide targeted interventions.
2. Targeted Tutorial & Interventions
By the end of Quarter 1, Milwee leadership will work with teachers, counselors and families to identify specific students who are not proficient on previous years' assessments; representative of subgroups with significant learning gaps; at risk of or currently falling below a C in ELA/Math; and/or not tracking on benchmark assessments. Families will be invited to select from three tutorial or intervention options: After-school tutorial program (described above), Spartan Academy, and eCampus Tutorial course. Spartan Academy provides support for students to make up assignments, tests, or receive interventions or tutorial in essential benchmarks. Leadership and teachers can assign students to this hour-long tutorial every Friday during club time. Families can select for their student to attend this club as one of three options for intervention. The eCampus tutorial course provides grade-level and content specific practice in ELA and

Math using programs (Khan, Math Nation, iReady, Write Score, and Star for Alg & Geo) aligned to Florida benchmarks.

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

Student Owned Progress Monitoring Action Plan:
Students monitor their individual progress in a number of ways: The RISE Report tracks students' quarterly Academic and Citizenship goals. The RISE Report also helps students enrolled in iReady to track their progress by providing them the opportunity to input Lesson Titles, Times and Percent Correct for each lesson. The RISE Report provides students the opportunity to track their Diagnostic performance within iReady as well as the opportunity to create both typical and stretch. Core classes have developed tracking books organized by unit. Students rate and track their growth on formative and summative assessments throughout the year. Science classes and 6th grade Social Studies students use interactive notebooks to track their progress.

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

Monitoring lowest 30%:
Students make use of the My Rise Report to track their achievement in academics and citizenships. Students also use the Handbooks/Passports/Tracking sheets within their common core classes to rate and track their progress. These are periodically checked by their teacher and feedback is provided to the students.

Teachers (within their PLC) develop 2 Common Assessments per quarter as summative assessments regarding content mastered throughout the subject area. Milwee's Instructional Coaches and Curriculum Leaders monitor iReady diagnostic data for drops and develop celebrations for growth.

Students have been strategically placed in iReady homerooms where they participate in iReady twice per week.

Teachers and administrators monitor teacher gradebooks and 9 weeks' exam data while providing additional learning opportunities.

For our ESE/ELL population, we ensure we follow our data and monitor support facilitation. These students' names and individual accommodations are included in teacher lesson plans to ensure students are provided the assistance needed based on their individual situation.

Data chats are conducted quarterly for students in iReady homerooms and Intensive Math and Reading.

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PLC Deep Dive:
Teachers are required to meet twice weekly to work in Professional Learning Communities (PLCs). 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. The following are action steps for 2022-2023 successful PLCs.

During Pre-Plan and opening PD, train teachers and communicate expectations for PLCs to define collaboration and protocols for effective teams.

Focus expectations around the three Big Ideas: Learning, Collaboration, and Results

PLCs will create collective commitments to monitor, support and celebrate behaviors toward a desired culture.

Identify collaborative time twice a week by content and grade level

PLCs evaluate and reflect on past PLCs and establish routines around "Critical Issues for Team Consideration"

Assistant Principals participate in and monitor the actions of PLCs for their content areas.

Review common assessments as a team.

Develop and document action steps to address the four questions around learning. Align lesson plans with current Florida standards and benchmarks.

Utilize Spartan Academy, iReady HRs, eCampus Tutorial Course and team-developed interventions for targeted intervention.

Reflect quarterly, as a PLC, the impact of PLC actions

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Positive Culture & Environment

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

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

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 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" through student tracking in data booklets, Rise Reports, and Tracking Sheets, (5) inviting families to participate in SAC and PTSA boards, (6) inviting families to attend PTSA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic based reports and alerts to families on a regular basis, (8) advertising events on school marquee, (9) and numerous other out-reach strategies developed by school staff.

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

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.