

Seminole County Public Schools

Milwee Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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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>

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kubis, James	Principal	Oversees all school operations
Bruen, Bo	Assistant Principal	Supervises Science and Social Studies. Coordinates Facilities and Custodial Services, Master Scheduling, Opening Week, Open House, Skyward, eCampus/CANVAS, Clubs, IS Advisory, Non-Instructional Personnel, and School Website, Technology.
Brundidge, Christen	Assistant Principal	Principal Designee - Supervises English Language Arts and Discipline. Coordinates, Literacy Committee, Summer Bridges Reading Program, Read to Lead, Literacy Night/Family Involvement, Social Media, Induction Program, PBS, PTSA Liaison, Discipline Committee, MTSS Committee, Student Attendance and Truancy, PBS, Academic and Behavioral Interventions, Induction, Lyman HS Cluster, and Title IX.
Mertz, Christopher	Assistant Principal	Supervises ESE and Electives. Coordinates School Messenger, Virtual School, Industry/Digital Tools Certification, Social Media, Faculty and Staff Recognition, Dividends Coordinator, Clinic Supervision, Extracurricular Student Activities/Clubs/Sports.
Turner, Bryan	Assistant Principal	Supervises Math. Coordinates Testing, SAC/SIP, PrePlan, Professional Development, Math Night/Family Involvement, Summer Bridges Math & Algebra, Grade Book/Report Cards/Progress Reports, Bell Schedules, Spartan Time (Social Emotional Health) and Messages to Milwee Families.
Alvarado, Luis	Dean	Responsible for Discipline, Transportation, School Security, Student Recognition, Mentor Program, MTSS Committee, Bullying Prevention Contact, Red Ribbon Week, JDC Contact, Violence Prevention Month, KZone Supervisor
Finetto, Michael	Dean	Responsible for Discipline, School Security, Fire and Emergency Drills, Substitutes, Student Supervision, Student Recognition, Mentor Program, MTSS Committee, Bullying Prevention, Red Ribbon Week, Violence Prevention Month
Baker, Jennifer	Behavior Specialist	TBD, but could include MTSS Committee, 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
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

Name	Position Title	Job Duties and Responsibilities
Coker, Luci	Other	Coordinates Magnet Integration, Spartan Time SEL, Newsletter, and Title 1

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Milwee involved parents and the community in developing this plan by using data received from the Snapshot Survey as consideration. The plan was shared with the Student Advisory Council and their direct input was used. Personnel translated information into Spanish during the SAC discussion of the SIP. Milwee developed a PowerPoint to summarize the goals and action steps detailed in the SIP and has this presentation posted on the ALL THINGS MILWEE eCampus course.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be monitored monthly by both the Administration and School Advisory Council. Milwee’s mission is founded on building quality relationships between students and adults and continually improving teaching practices to maximize student learning and close achievement gaps. Critical analysis of Students with Disabilities data will be completed to ensure that learning gaps are reduced.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	67%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN)

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	113	117	63	293
One or more suspensions	0	0	0	0	0	0	35	55	29	119
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	28	56	21	105
Course failure in Math	0	0	0	0	0	0	16	38	25	79
Level 1 on statewide ELA assessment	0	0	0	0	0	0	116	168	88	372
Level 1 on statewide Math assessment	0	0	0	0	0	0	147	169	85	401
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	129	180	90	399

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	22	65	0	87
Students retained two or more times	0	0	0	0	0	0	4	9	0	13

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	16	24	13	53
Course failure in ELA	0	0	0	0	0	0	10	26	16	52
Course failure in Math	0	0	0	0	0	0	18	3	4	25
Level 1 on statewide ELA assessment	0	0	0	0	0	0	91	119	70	280
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	151	61	341
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	23	28	10	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	39	69	32	140
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	16	24	13	53
Course failure in ELA	0	0	0	0	0	0	10	26	16	52
Course failure in Math	0	0	0	0	0	0	18	3	4	25
Level 1 on statewide ELA assessment	0	0	0	0	0	0	91	119	70	280
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	151	61	341
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	23	28	10	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	39	69	32	140
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	54	49	56	59	50	58		
ELA Learning Gains				48			53		
ELA Lowest 25th Percentile				36			36		
Math Achievement*	52	61	56	56	37	36	57		
Math Learning Gains				56			45		
Math Lowest 25th Percentile				49			34		
Science Achievement*	54	56	49	56	62	53	61		
Social Studies Achievement*	68	72	68	66	62	58	70		
Middle School Acceleration	71	76	73	71	51	49	72		
Graduation Rate					59	49			
College and Career Acceleration					76	70			
ELP Progress	68	50	40	77	80	76	87		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	571
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	4	
ELL	44			
AMI				
ASN	77			
BLK	42			
HSP	55			
MUL	56			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	72			
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	46			
AMI				
ASN	80			
BLK	41			
HSP	53			
MUL	47			
PAC				
WHT	64			
FRL	52			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			52			54	68	71			68
SWD	27			29			24	38	67		6	42
ELL	33			36			16	46	64		6	68
AMI												
ASN	67			73			73	82	88		5	
BLK	38			31			43	51	48		5	
HSP	43			41			44	60	73		6	67

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	48			48			52	78	53		5	
PAC												
WHT	63			72			69	80	77		5	
FRL	40			39			40	58	57		6	68

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	48	36	56	56	49	56	66	71			77
SWD	23	31	23	25	45	37	13	29	50			100
ELL	33	38	32	31	50	47	32	43	77			77
AMI												
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			74
MUL	50	52	36	48	54	40	38	57				
PAC												
WHT	69	52	38	73	62	52	71	80	76			
FRL	47	45	36	46	52	48	48	55	66			77

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	58	53	36	57	45	34	61	70	72			87
SWD	25	35	31	21	27	28	20	37				
ELL	43	63	52	38	50	50	32	59	67			87
AMI												
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			86
MUL	49	48	27	54	37	29	81	56	93			
PAC												
WHT	72	61	38	73	52	36	79	77	83			

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	48	47	35	45	39	32	49	63	62			88

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	49%	53%	-4%	47%	2%
08	2023 - Spring	46%	50%	-4%	47%	-1%
06	2023 - Spring	46%	52%	-6%	47%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	40%	66%	-26%	54%	-14%
07	2023 - Spring	54%	67%	-13%	48%	6%
08	2023 - Spring	14%	31%	-17%	55%	-41%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	51%	55%	-4%	44%	7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	54%	23%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	53%	47%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	71%	-6%	66%	-1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2023 state assessments our greatest needs for improvement center on the academic performance of our lowest quartile and our students with disabilities. Students entering 6th grade at Milwee often have skill deficits that make engaging with 6th grade standards challenging. Milwee has implemented Summer Bridges programs scheduled between academic years to support students by providing remedial instruction in areas of critical need as they transition to the next grade level.

High teacher turnover has impacted instruction and support in classrooms that serve students with the greatest needs, to combat this Milwee is:

- Committed to onboarding highly qualified teachers in areas of critical need.
- Provide expanded support to teachers through the New Educator Support Team (NEST) program with the goal of building teacher skills and increasing teacher retention.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Milwee continued to perform low in proficiency on the FAST assessments for students with disabilities. Factors that contributed include transitioning to new standards with enhanced curriculum, and an influx of new teachers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra 1 had a slight gap when compared to the state average. Contributing factors include an emphasis on reducing access barriers to high school credited math courses by placing ALL on grade level students in Algebra 1 in 8th grade.

Which data component showed the most improvement? What new actions did your school take in this area?

- Math acceleration into Algebra I
- Science score improvement from progress monitoring to state test (% of students projected proficient and % of students in lowest quartile projected to be proficient compared to actual state results)

- Aggressive enrollment in accelerated courses for students who demonstrated capacity.
- Strategic and ongoing academic support through Algebra Workshop, academic content support for teachers, student tutorial, Summer Bridges, and other special events targeting lowest quartile and bubble students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and on-grade level performance in ELA and Math

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Increased literacy instruction across all content areas
- Focus on the 3Rs: Relationships, Relevance, and Rigor
- Deepen student teacher relationships through Restorative Practice
- Increased collaboration between ESE and general education curriculum teachers
- Additional professional development to support students in general education classrooms

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: CAR-PD, iReady, Lexia, Corrective Reading, and Reading Mastery.

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: iReady, DreamBox, Seminole Numeracy Project.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.

All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan.

Math- All the listed interventions have research-based evidence for efficacy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students

What do we want all students to do?

- Close learning gaps to proficiency
- Maximize learning for all students
- Take ownership of their learning; including tracking their achievement in academics and citizenship.

How will we know if they learn it?

Teachers, Instructional Coaches, Curriculum Leaders, and Administrators will routinely analyze and review the following student data for the lowest 30%:

- Formative Assessments
- Benchmark Assessment and Common Summative Assessments
- FAST Progress Monitoring Assessments
- iReady and STAR diagnostic data

How will we respond when some students do not learn?

After-school tutorial and subject area Boost Camps, targeted tutorial & interventions, additional support through reading, intensive math, and algebra workshop courses, iReady Homeroom, AIP, tiered Academic support, differentiated instruction

What evidence/data will there be to reflect monitoring for this strategy/action?

Teachers, Instructional Coaches, Curriculum Leaders, and Administrators will routinely analyze and review the following student data for the lowest 30%:

- Formative Assessments
- Benchmark Assessment and Common Summative Assessments
- FAST Progress Monitoring Assessments
- iReady and STAR diagnostic data

Teachers

What do we want all teachers to do?

Implement standards based instruction following the four SCPS Key Instructional Practices

- Meet with PLCs twice weekly to review student data to guide instructional decisions
- PLCs develop 2 Common Assessments per quarter as summative assessments regarding content mastered throughout the subject area.
- Analyze data and monitor support facilitation for ESE and ELL students, including individual accommodations on teacher lesson plans.
- Data chats conducted quarterly for students in iReady homerooms and Intensive Math and Reading

How will we know if teachers are accomplishing this?

PLC Minutes, Lesson Plans, Walkthroughs and Observations, Student Assessment Data

How will school leaders respond when teachers need support?

Instructional Coaching, collaboration with District TOAs, PLC Data Discussions, Assist with Instructional Materials acquisition, Professional Development, Spartan Teacher Peer Observations

How will we extend professional learning for teachers?

Professional Development, Provide school leadership opportunities, Support teachers to become experts in their connect and practice

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

By When: Ongoing throughout the school year

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students succeed when conditions for learning are optimized. A focus on campus safety, development of a culture where student voice and belonging are valued and sharing collective responsibility for the success of all students in the school increase student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase 5 Essentials Survey and SCPS Safety Survey results indicating a high degree of trust, collective responsibility and academic personalism.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Conditions for Learning monitoring will occur during classroom walk through, PLC meetings, attendance and discipline data reviews.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MTSS methods are research-based and proven to positively impact school climate and increase academic performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Focusing on Campus Safety

Safety is a top priority at Milwee Middle School. We incorporate the following activities:

1. Opening procedures and student expectations presented by classroom teachers and deans highlighting school safety expectations (hallways, cafeteria, classroom, cafeteria, bullying, and bus safety).
2. Collaboration with the School Resource Officers to ensure continuous visibility and access to law enforcement by monitoring the campus, bathrooms, and perimeter continuously.
3. Speak Out Hotline messaging on eCampus courses, all electronic communication, and signage posted

in bathrooms and throughout the campus.

4. Monitor security cameras
5. Ensure campus is secure and all doors are locked.
6. Conduct Monthly Emergency Drills and communicate with families.
7. RISE (Respect, Integrity, Safety, Excellence) instilled throughout campus on a daily basis.
8. Students and Families will take a Safety Survey twice per year or as needed.
9. Bus drivers provide orientations ensuring safe student transport to and from school.

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

By When: Ongoing throughout the schoolyear

Developing a culture where student voice and belonging is valued building relationships between students and adults:

Survey data shows improvement needs to be made to increase student-teacher trust. Milwee is committed to fostering positive relationships between students and teachers. Milwee will take steps to increase student connections with adults.

1. Students and teachers will use Restorative Practices, including Affective Statements and Circles, to establish a classroom culture forced on Respect, Integrity, Safety, and Excellence.
2. Students and adults will use "circles" to discuss social emotional issues during an extended 3rd period Spartan Time.
3. Teachers will recruit students to be involved with school-wide clubs where adults and students work toward common goals.
4. Recruit students to participate in Young Men of Excellence/Distinction and Young Women of Excellence.
5. Provide Professional Development to Enhance student-teacher relationships - focused on building trust through de-escalation, mindfulness, restorative practices, and positive behavior intervention support.

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

By When: Ongoing throughout the schoolyear

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned (i.e., Title I, Part A, UniSIG).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Milwee involved parents and the community in developing this plan by using data received from the Snapshot Survey as consideration. The plan was shared with the Student Advisory Council and their direct input was used. Personnel translated information into Spanish during the SAC discussion of the SIP. Milwee developed a PowerPoint to summarize the goals and action steps detailed in the SIP and has this presentation posted on the ALL THINGS MILWEE eCampus course.

<https://sim.scps.k12.fl.us/school/info/0101>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 and how to support their student academically at home.
- 3) the school website, Spartan Herald Newsletter, and All Things Milwee eCampus course contains pertinent school/classroom information including the school calendar, links to teacher websites, links to staff email, as well as a host of helpful resources.
- 4) teachers contact parents regularly on an individual basis to inform them about their child's progress.
- 5) parents can keep track of the child's academic progress (grades, attendance, etc.) via the online Skyward Family Access Parent Portal
- 6) use multiple genres of social networking to families on a regular basis (e.g. School Messenger, Skyward, Twitter, Facebook, eCampus)
- 7) scheduling parent-teacher-student conferences and assisting families with connecting to resources in the community
- 8) inviting families to participate in SAC and PTSA boards,
- 9) inviting families to attend PTSA meetings and participate in school related events, (
- 10) advertising events on school marquee

<https://milwee.scps.k12.fl.us/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Advanced Opportunities Action Plan:

In an effort to increase Black/Hispanic/FRL lunch student participation in gifted/talented programs (including Pre-IB, Gems, High School Credit Courses, and Advanced Credit Courses) at Milwee, the

administration and staff of the school first identified subgroups and appropriate class placement as it pertains to each individual student to maximize their learning. Of priority at Milwee is maximizing student learning by improving teaching “techniques” and to “capture and inspire” ALL students to learn by building relationships. One of our eight expectations encompasses the three R’s – Relationships, Relevance, and Rigor.

Relationships

- Breakout sessions involving relationship training will be provided during pre-planning including an opportunity for the staff to have lunch with the community. This lunch will include parents of the subgroup population as well as community leaders who will share their personal stories in the hopes that these accountings will motivate staff members to build stronger relationships with the students during which conversations can occur leading them to gifted/talented programs.
- Emphasis on Marzano Instructional Model (DQ 8 – 36. Acknowledging Students’ Interests and Backgrounds & DQ 8 – 37. Exhibiting Rapport and Understanding with Students)
- Building relationships and increasing social emotional learning will be provided during Spartan Time allowing teachers crucial tools to interact with their students – time.
- Mentoring - where adults meet with subgroup students to discuss these opportunities.

Relevance

- Clubs are based on STUDENT choice allowing students to receive introduction to new experiences based on their interest, providing a backbone of prior knowledge in areas like CSI Milwee, Debate, Digital Newspaper, Film Studies, French, Survival Skills, TV Production, and Video Game Design to name a few.
- College and career readiness personnel will be invited to our campus monthly providing our students exposure to opportunities of which they might previously have been unaware. This exposure may lead them to gifted/talented programs as a means to propel them to where they plan to be in the future.

Rigor

- We have designed a RISE eCampus course to encourage students to plan ahead and start thinking ahead about their future enrollment, employment, or enlistment. Students also set quarterly academic and citizenship goals to begin reaching their full potential as lifelong learners and productive citizens.
- Students in our subgroup population were identified and purposefully placed in rigorous electives such as Project Lead the Way, Web Design, and classes where Industrial Certification can be earned, possibly sparking a career driven interest in gifted/talented programs.
- Milwee will continue to offer various evening events including a Gifted Night. Here, we invite ALL parents and students as well as provide personal invitations to our subgroup students to learn of Gifted and advanced course opportunities. Magnet Night with an emphasis on Pre-IB introduces parents and students to advanced course opportunities as well.

It is our belief that by building Relationships, providing our students with exposure to Rigorous course selections, and offering Relevant career readiness information, our Black/Hispanic/FRL lunch student participation in gifted/talented programs will increase

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Department of Teaching and Learning (Title II, Part A), ESOL World Languages and Student Access (Title III, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Student Assignment and Program Access (magnet programs),

Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) are invited to participate in collaborative planning sessions. At these collaborative planning sessions, school leadership teams begin developing their Title I, Part A plans for the upcoming school year, with support and guidance from these various district-level grant and/or program managers. For instance, the Director of ESOL/World Languages and Student Access would share with Title I school leadership teams relevant updates to those programs for the upcoming school year, which may lead them to leverage their Title I, Part A funds to supplement such initiatives.