

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.



Milwee Middle School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		74.1%	2.6%	76.7%	63.9%	N
High standards Level 4+		38.5%	6.2%	44.7%	34.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	83.7%	1.6%	85.3%	75.0%	N
	Black	59.2%	4.1%	63.3%	41.8%	N
	Hispanic	63.9%	3.6%	67.5%	55.0%	N
	ELL	32.5%	6.8%	39.3%	20.0%	N
	SWD	80.0%	2%	82%	58.9%	N
	ED	66.5%	3.4%	69.9%	55.5%	N
Learning Gains		63.1%	3.7%	66.8%	61.5%	N
Lowest 25% making Learning Gains		58.7%	4.1%	62.8%	51.6%	N
Learning Gains Levels 4/5		34.7%	6.5%	41.2%	86.5%	Y
Learning Gains in AYP subgroups						
	White	67.6%	3.2%	70.8%	65.6%	N
	Black	54.1%	4.6%	58.7%	51.2%	N
	Hispanic	61.0%	3.9%	64.9%	58.9%	N
	ELL	62.5%	3.8%	66.3%	55.2%	N
	SWD	53.2%	4.7%	57.9%	62.4%	Y
	ED	59.3%	4.1%	63.4%	58.2%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		68.6%	3.1%	71.7%	59.1%	N
High standards Level 4+		29.6%	7%	36.6%	28.4%	N
Proficiency Level 3+ in AYP subgroups						
	White	80.0%	2%	82%	68.8%	N
	Black	50.9%	4.9%	55.8%	39.8%	N
	Hispanic	58.0%	4.2%	62.2%	49.1%	N
	ELL	30.0%	7%	37%	23.3%	N
	SWD	60.0%	4%	64%	56.9%	N
	ED	59.8%	4%	63.8	49.6%	N
Learning Gains		62.5%	3.8%	66.3%	60.0%	N

Lowest 25% making Learning Gains		59.8%	4%	63.8%	49.1%	N
Learning Gains Levels 4/5		48.4%	5.1%	53.5%	84.4%	Y
Learning Gains in AYP subgroups						
	White	64.8%	3.5%	68.3%	62.9%	N
	Black	64.0%	3.6%	67.6%	52.1%	N
	Hispanic	58.7%	4.1%	62.8%	59.1%	N
	ELL	58.3%	4.2%	62.5%	55.2%	N
	SWD	57.7%	4.2%	61.9%	64.7%	Y
	ED	60.4%	4%	64.4%	55.0%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		82.8%	3.4%	86.2%	80.9%	N
High standards Score 6.0		9.1%	9%	18.1%	0.0%	N
Proficiency Score in AYP subgroups						
	White	89.0%	1%	90%	85.6%	N
	Black	81.8%	1.8%	83.6%	72.3%	N
	Hispanic	73.7%	2.6%	76.3%	75.2%	N
	ELL	72.7%	2.7%	75.4%	47.1%	N
	SWD	0.0%	10%	10%	65.3%	Y
	ED	78.8%	2.1%	80.9%	75.7%	N
High standards Score 6.0 in AYP subgroups						
	White	14.3%	8.6%	22.9%	0.0%	N
	Black	7.6%	9.2%	16.8%	0.0%	N
	Hispanic	1.8%	9.8%	11.6%	0.0%	N
	ELL	0.0%	10%	10%	0.0%	N
	SWD	0.0%	10%	10%	0.0%	N
	ED	5.3%	9.5%	14.8%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		47.3%	5.3%	52.6%	55.1%	Y
High standards Level 4+		2.7%	9.7%	12.4%	14.2%	Y
Proficiency Level 3+in AYP subgroups						
	White	67.8%	3.2%	71%	65.9%	N
	Black	30.6%	6.9%	37.5%	30.4%	N
	Hispanic	30.4%	7%	37.4%	50.0%	Y
	ELL	18.2%	8.2%	26.4%	6.7%	N
	SWD	0.0%	10%	10%	48.9%	Y
	ED	36.3%	6.4%	42.7%	47.7%	Y
High standards Level 4+ in AYP subgroups						

	White	6.7%	9.3%	16%	19.8%	Y
	Black	0.0%	10%	10%	0.0%	N
	Hispanic	0.0%	10%	10%	11.2%	Y
	ELL	0.0%	10%	10%	0.0%	N
	SWD	0.0%	10%	10%	23.4%	Y
	ED	0.0%	10%	10%	5.6%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	24%	7.6%	31.6%	34.6%	Y
Performance in advanced coursework	100%	0%	100%	100.0%	Y

Discipline Goals 1 and 2	Current	% +/-	Expected	Actual	Met (Y,N,P)
1. Discipline referrals (duplicated) – ED	149.70%	-19.70%	130.00%	114.50%	Y
2. Out-of-school suspensions (unduplicated) - ED	22.24%	-3.24%	19.00%	4.55%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97%	2%	99%	98.0%	N
At-Risk students graduating or advancing with age-level peers	100%	0%	100%	97.8%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Beta Club (ED)	34%	7%	41%	29%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase the percentage of parents who participate in school activities.	Baseline		33%	29%	N

Goal Summary

Number of Goals Met: 17

Number Not Met: 53

Number Partially Met: 0

CARRY OVER GOALS

2012-2013

Carry-Over Objective #1

Milwee Middle School will continue to align classroom instruction and learning activities with the Next Generation Sunshine State Standards with the transition to the Common Core State Standards in mind. Milwee Middle School will allocate funds to provide supplies and other resources to support this alignment.

Carry-Over Objective #2

The administration of Milwee Middle School will continue to encourage parental participation in all aspects of their children's education by keeping parents informed of events through various informational sources, including timely school newsletters and bulletins, automatic call systems, Skyward Family Access, information hotline, conferences, and the school web page. We will continue to provide parental and community involvement through the Dividends program.

READING GOALS

Aligned with Strategic Plan System Initiative B

- Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading**
Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading
Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading
Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		63.9%	732 / 1145	3.1%	67%
2. Proficiency Level 3.0+ in subgroups:					
	White	75.0%	434 / 579	2%	77%
	Black	41.8%	71 / 170	5.2%	47%
	Hispanic	55.0%	175 / 318	4%	59%
	ELL	20.0%	12 / 60	8%	28%
	SWD	58.9%	123 / 209	4.1%	63%
	ED	55.5%	422 / 760	4.5%	60%
3. High Standards Level 4.0+		34.5%	395 / 1145	6.5%	41%
4. Learning Gains		61.5%	676 / 1100	3.5%	65%
5. Lowest 25% Making Learning Gains		51.6%	149 / 289	4.4%	56%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		29.2%	112 / 384	6.8%	36%
7. Learning Gains Levels 4/5		86.5%	332 / 384	1.5%	88%
8. Learning Gains in subgroups:					
	White	65.6%	364 / 555	3.4%	69%
	Black	51.2%	85 / 166	6.8%	58%
	Hispanic	58.9%	179 / 304	4.1%	63%
	ELL	55.2%	32 / 58	4.8%	60%
	SWD	62.4%	126 / 202	3.6%	66%
	ED	58.2%	420 / 722	3.8%	62%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Review 2012 FCAT Reading scores to identify students at Level 1 and Level 2 for placement in intensive reading or reading plus (90 minute block) using district adopted programs.	1,2,4,5,6,8	Resources/ Funding	Administration Guidance, Literacy Coach, Reading teachers	Annually	FCAT data	st, sss, t
2. Use Discovery Ed as the diagnostic assessment tool to report and evaluate student reading growth.	1-8	Identifying areas of weakness for students	Literacy Coach, Teachers	Baseline, Mid-Year, End of Year	Discovery Ed	im, st, t, tech
3. Utilize Robert Marzano’s book, Building Academic Vocabulary, to build and maintain the content area vocabulary knowledge that boosts academics success in all subject areas.	1-8	Lack of Fidelity	Administration, Literacy Coach	Ongoing	Focused walkthroughs of administration and Literacy Coach	b, im, st, t
4. Use appropriate ancillary materials to assist students scoring Level 1 and Level 2 on the Reading portion of FCAT with phonics, phonemic awareness, fluency, comprehension, and vocabulary in Reading classes.	1,2,4,5,6,8	Lack of student motivation	Administration, Reading teachers	Ongoing	Focused walkthroughs of administration and Literacy Coach	b, im, st, t
5. Provide support and training for teachers of all content areas for teaching reading comprehension skills in the content area through staff developments and visits by Literacy Coach to all content area courses.	1,2,3,4,6	Time for PD	Administration, Literacy Coach	Ongoing	PD Calendar	b, im, tech, t
6. Ensure fidelity of the SRA Corrective Reading and Reading Edge programs with regular classroom walk-throughs and feedback by administration and Literacy Coach.	1,2,4,5,6,8	Lack of rigor	Administrators, Literacy Coach, Reading teachers	Ongoing	Focused walkthroughs of administration and Literacy Coach	st
7. Provide opportunities to teachers to work within their Professional Learning Communities to consult with one another and share teaching practices, to observe one another’s classrooms, to promote collegiality and support, and to help ensure quality teaching for all students.	1-8	Time for PD	Administration, Teachers	Ongoing	PD Calendar	b, st, t
8. Provide after school tutorial and access to FCAT Explorer to assist students in increasing their reading comprehension in all content areas.	1,2,4,5,6,8	Transportati on	Administration, Literacy Coach, Teachers	Ongoing	Literacy Coach will log participation and share with administration.	b, im, st, tech
9. Assign students to PASSPORT, giving them an opportunity to receive credit on assignments and tests not completed.	1-8	Lack of student motivation	Administration, Teachers, Behavior Intervention Couns.	Ongoing	Teacher grade books	b, im, st, TI, tech

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

- Math Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math
- Math Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math
- Math Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math
- Math Goal #4:** To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math
- Math Goal #5:** To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math
- Math Goal #6:** To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math
- Math Goal #7:** To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math
- Math Goal #8:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		59.1%	675 / 1143	3.8%	63%
2. Proficiency Level 3.0+ in subgroups:					
	White	68.8%	396 / 576	3.2%	72%
	Black	39.8%	68 / 171	6.2%	46%
	Hispanic	49.1%	156 / 318	4.1%	54%
	ELL	23.3%	14 / 60	7.7%	31%
	SWD	56.9%	119 / 209	4.1%	61%
	ED	49.6%	377 / 760	5.4%	55%
3. High Standards Level 4.0+		28.4%	324 / 1143	6.6%	35%
4. Learning Gains		60.0%	657 / 1095	4%	64%
5. Lowest 25% Making Learning Gains		49.1%	140 / 285	3.9%	53%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		29.6%	93 / 314	7.4%	37%
7. Learning Gains Levels 4/5		84.4%	265 / 314	1.6%	86%
8. Learning Gains in subgroups:					
	White	62.9%	346 / 550	4.1%	67%
	Black	52.1%	87 / 167	4.9%	57%
	Hispanic	59.1%	179 / 303	4.9%	63%
	ELL	55.2%	32 / 58	4.8%	60%
	SWD	64.7%	130 / 201	3.3%	68%
	ED	55.0%	396 / 720	4%	59%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Review 2012 FCAT Math scores to identify all students at Level 1 and most at Level 2 for placement in intensive math programs.	1,2,4,5,6,8	Resources/Funding	Administration, Guidance	Annually	FCAT data	St, tech
2. Use EdInsight, Discovery Education and common assessments to report and evaluate student math growth and deficits, as well as use this data to guide instruction.	1-8	Identifying areas of weakness for students	Math teachers	Bi-weekly	Common Assessments, EdInsight, Discovery Education	St, tech
3. Using the data analysis results from EdInsight and Discovery Education, provide math tutorial to assist students in need in increasing their math comprehension.	1,2,4,5,6,8	Transportation	Administration, Math teachers	Ongoing	Student Participation logs, EdInsight, Discovery Education	b, im, or, tech
4. Align curriculum delivery, instructional plans and materials within our school instruction and student expectations as well as the Next Generation Sunshine State Standards.	1-8	Time for PD	Administration, Math Teachers	Ongoing	Focused walkthroughs of administration	b, im, t
5. Encourage participation in SECME in order to increase student interest and achievement in mathematics and science through inquiry based lessons.	1-8	Lack of student motivation	Administration, Teachers	Ongoing	Focused walkthroughs of administration	im, st, t, tech
6. Incorporate engineering in the mathematics curriculum by participating in engineering and math related projects.	1-8	Lack of rigor	Administration, Math teachers	Quarterly	Review student samples	im, st, t
7. Encourage participation in the Math Competition for all students.	1-8	Lack of student motivation	Math teachers	Annually	Student Participation Log/Student Performance	b, st
8. Provide mathematics parent information nights in order to keep parents informed and involved in their child's math education.	1-8	Lack of parent involvement	Administration, Math teachers	Quarterly	Parent Participation log	st, TI
9. Create additional intensive math classes for increased student exposure.	1,2,4,5,6,8	Funding	Intensive math teachers	Ongoing	Administrators will monitor implementation of Math programs through walkthroughs	b, st, TI
10. Utilize all forms of communication and technology to reach parents concerning Math Information Nights such as the school newsletter, Synrevoice automated phone calls, school website, and Skyward message center	1-8	Time constraints	Administration, Math teachers	Ongoing	Parent Participation log	st, tech

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 Algebra EOC exam

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 Algebra EOC exam

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 Algebra EOC exam

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 Algebra EOC exam

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 Algebra EOC exam

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 Algebra EOC exam

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	91.6%	152 / 166	1.4%	93%
2. Proficiency Level 3+ in subgroups:				
White	92.5%	98 / 106	1.5%	93%
Black	82.4%	14 / 17	1.6%	84%
Hispanic	91.2%	31 / 34	1.8%	93%
ELL	100.0%	2 / 2	N/A	100%
SWD	96.3%	26 / 27	.7%	97%
ED	91.7%	77 / 84	1.3%	93%
3. High standards 4+	38.6%	64 / 166	6.4%	45%
4. Learning Gains	90.6%	145 / 160	1.4%	92%
5. Lowest 25% making Learning Gains	100.0%	4 / 4	N/A	100%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	11.2%	13 / 116	8.8%	20%
7. Learning Gains Levels 4/5	85.4%	76 / 89	1.6%	87%
8. Learning Gains in subgroups:				
White	87.3%	89 / 102	1.7%	89%
Black	88.2%	15 / 17	1.8%	90%
Hispanic	100.0%	34 / 34	N/A	100%
ELL	NA	NA		
SWD	92.6%	25 / 27	.4%	93%
ED	91.4%	74 / 81	1.6%	93%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Use EdInsight, Discovery Education and common assessments to report and evaluate student math growth and deficits, as well as use this data to guide instruction.	1-8	Identifying areas of weakness for students	Math teachers	Bi-weekly	Common Assessments, EdInsight, Discovery Education	St, tech
2. Using the data analysis results from EdInsight and Discovery Education, provide math tutorial to assist students in need in increasing their math comprehension.	1,2,4,5,6,8	Transportation	Administration, Math teachers	Ongoing	Student Participation logs, EdInsight, Discovery Education	b, im, or, tech
3. Align curriculum delivery, instructional plans and materials within our school instruction and student expectations as well as the Next Generation Sunshine State Standards.	1-8	Time for PD	Administration, Math Teachers	Ongoing	Focused walkthroughs of administration	b, im, t
4. Encourage participation in SECME in order to increase student interest and achievement in mathematics and science through inquiry based lessons.	1-8	Lack of student motivation	Administration, Teachers	Ongoing	Focused walkthroughs of administration	im, st, t, tech
5. Incorporate engineering in the mathematics curriculum by participating in engineering and math related projects.	1-8	Lack of rigor	Administration, Math teachers	Quarterly	Review student samples	im, st, t
6. Encourage participation in the Math Competition for all students.	1-8	Lack of student motivation	Math teachers	Annually	Student Participation Log/Student Performance	b, st
7. Provide mathematics parent information nights in order to keep parents informed and involved in their child's math education.	1-8	Lack of parent involvement	Administration, Math teachers	Quarterly	Parent Participation log	st, TI
8. Utilize all forms of communication and technology to reach parents concerning Math Information Nights such as the school newsletter, Synrevoice automated phone calls, school website, and Skyward message center	1-8	Time constraints	Administration, Math teachers	Ongoing	Parent Participation log	st, tech

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		80.9%	266 / 329	2.1%	83%
2. Proficiency Score 3.0+ in subgroups:					
	White	85.6%	143 / 167	1.4%	87%
	Black	72.3%	34 / 47	2.7%	75%
	Hispanic	75.2%	76 / 101	2.8%	78%
	ELL	47.1%	8 / 17	4.9%	52%
	SWD	65.3%	32 / 49	3.7%	69%
	ED	75.7%	165 / 218	2.3%	78%
3. High Standards Score 6.0		0.0%	0 / 329	10%	10%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 167	10%	10%
	Black	0.0%	0 / 47	10%	10%
	Hispanic	0.0%	0 / 101	10%	10%
	ELL	0.0%	0 / 17	10%	10%
	SWD	0.0%	0 / 49	10%	10%
	ED	0.0%	0 / 218	10%	10%

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Utilize a variety of sentence patterns to develop grammar proficiency within the writing curriculum.	1-4	Identifying areas of weaknesses of students	Teachers	Ongoing	Administrator will monitor implementation of strategies through observations and classroom visits.	im
2. Intensify the writing process by affording the students pre-writing and planning techniques, rough drafting rules for 8 th grade students.	1-4	Grading Practices	Teachers	Ongoing	Tutorial work sessions	im, tech
3. Utilize Robert Marzano’s book, Building Academic Vocabulary, to build and maintain the content area vocabulary knowledge that boosts academic success.	1-4	Lack of Fidelity	Administration, Literacy Coach	Ongoing	Focused walkthroughs of administration and Literacy Coach	b, im, st, t
4. Use progress monitoring assessments to report and evaluate student writing growth and deficits.	1-4	Grading Practices	Teachers	Quarterly	Administration will review PLC reflections.	b, im
5. Provide training for all curriculum area teachers on using and scoring writing with the 6 + 1 Traits framework.	1-4	Time for PD	Administration, Teachers	Quarterly	Focused walkthroughs by administration and reading coach to observe the frequency of the framework.	t
6. Utilize the 6 + 1 Traits Writing framework in all Social Studies and Language Arts courses in order to focus on improved student writing.	1-4	Prerequisite skills & background knowledge	Teachers	Ongoing	Focused walkthroughs of administration and Literacy Coach	b, im, sss
7. Provide opportunities for Professional Learning Communities to meet to target school priorities, and align the benchmarks with the Next Generation Sunshine State Standards.	1-4	Time for PD	Administration, Teachers	Ongoing	Administrators will review PLC logs.	st, t

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

SCIENCE GOALS

Aligned with Strategic Plan System Initiative B Elementary (Grade 5) and Middle School (Grade 8) FCAT

- Science Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
- Science Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
- Science Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science
- Science Goal #4:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		55.1%	178 / 323	3.9%	59%
2. Proficiency Score 3.0+ in subgroups:					
	White	65.9%	110 / 167	3.1%	69%
	Black	30.4%	14 / 46	6.6%	37%
	Hispanic	50.0%	49 / 98	5%	55%
	ELL	6.7%	1 / 15	9.3%	16%
	SWD	48.9%	23 / 47	5.1%	54%
	ED	47.7%	102 / 214	5.3%	53%
3. High Standards Score 4.0+		14.2%	46 / 323	8.8%	23%
4. High Standards Score 4.0+ in subgroups:					
	White	19.8%	33 / 167	8.2%	28%
	Black	0.0%	0 / 46	10%	10%
	Hispanic	11.2%	11 / 98	8.8%	20%
	ELL	0.0%	0 / 15	10%	10%
	SWD	23.4%	11 / 47	7.6%	31%
	ED	5.6%	12 / 214	9.4%	15%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide multiple strategies to assist students gaining comprehension and knowledge in science through teacher professional development.	1-4	Time for PD	Administration, teachers	Ongoing	Focused walkthrough of the administration	b, im, st, sss
2. Use progress monitoring diagnostic assessment tools and common assessments developed in Professional Learning Communities to report and evaluate student science growth and deficits, as well as use this data to guide instruction.	1-4	Time for PD	Science Teachers	Quarterly	Common Assessments reviewed by administration	b, st, tech
3. Utilize reading in the content area strategies in science courses.	1-4	Prerequisite skills and background knowledge	Administration, Literacy Coach	Ongoing	Lesson Plans	b, im
4. Ensure that instruction is according to the science frameworks and the Next Generation Sunshine State Standards.	1-4	Lack of rigor	Administration	Ongoing	Lesson Plans/Focused walkthrough by administrator.	st
5. Encourage participation in the SECME in order to increase student interest and achievement in mathematics and science through inquiry based lessons.	Science Goals 1-4	Lack of student motivation	Administration, Teachers	Ongoing	Focused walkthroughs of administration and Math Coach	im, st, t, tech

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework

Elementary School: Middle School level coursework
 Middle School: High school level coursework
 High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	34.6%	94/272	5.4%	41%
2. Level of Performance	100.0%	94/94	N/A	100%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Utilize FCAT data, Discovery Education assessment data, GPA data and/or teacher and parent recommendations to identify students with advanced levels of math proficiency and reading proficiency and make recommendations for advanced level math, language arts, science, and social studies classes.	1	Funding	Teachers, Guidance	Beginning of year	FCAT/GPA data	im, sss, tech
2. Provide ongoing differentiated instruction training for the staff to increase teacher awareness of what students need to learn, how they will learn, and/or how they can express what they have learned.	2	Teacher expectations of students	Administration, Teachers	Ongoing	Focused walkthroughs by administration	or, t
3. Provide tutorial opportunities for students after school to include opportunities in advanced coursework such as Algebra I and Spanish	2	Transportation	Administration, Teachers	Ongoing	Participation logs	b, im, st
4. Request a parent/teacher conference for any student in advanced courses who falls below a “C” at any point during the school year. Parents will be encouraged to register and utilize the Skyward Family Access to monitor their student’s performance.	2	Transportation /Parent Involvement	Teachers, Guidance	Ongoing	Skyward Family Access	St, tech

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	ED	114.50%	103%
2. Out-of-school suspensions (unduplicated)	ED	4.55%	4%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Implement a school wide Anti-Bullying and Character education curriculum on a weekly basis.	1-2	Teacher implementation	Administration, teachers, guidance	Ongoing	Student work samples turned in weekly to the Discipline office.	im, or, st
2. Review discipline data using the School Wide Information System (SWIS) to identify when and where most discipline incidents occur.	1-2	Inputting time constraints	Administration	Quarterly	Deans will review spreadsheets every nine weeks.	St, tech
3. Provide opportunities for the Multi Tiered System of Support (MTSS) committee to meet with the faculty to review discipline data, and to discuss implementation of the school-wide discipline plan.	1-2	Time for PD	Administration, teachers	Quarterly	Teacher review of data, and input sessions.	st, t
4. Utilize Response to Intervention 3 tier problem-solving process.	1-2	Lack of cultural awareness	Administration, guidance, teachers	Ongoing	Guidance will keep logs/files of students.	st, sss, t
5. Offer a “bully box” for anonymous reporting of bullying as well as information about the Speak Out Hotline.	1-2	Investigation Flaws	Administration	Ongoing	Behavior Specialist will begin investigation process	or
6. Provide guidance counselors with a copy of each discipline referral for guidance intervention as necessary.	1-2	Time for review of mass amounts of referrals	Administration, guidance	Ongoing	Guidance will meet with student, and send minutes/intervention notes back to the Discipline office.	st
7. Utilize Spartan Bucks to encourage random acts of kindness and good deeds as incentives.	1-2	Funding	Administration, teachers	Ongoing	Deans will log the frequency of teacher incentives for good behaviors.	b, st

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers

At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

Elementary School: Percent of students non-retained in all grades

Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	98.0%	1207/1232	.17%	98.17%
2. At-Risk Promotion Level of Performance	97.8%	771/788	.25%	98.05%

Action Plan

Strategy	Promotion/ At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Assign students to PASSPORT, giving them an opportunity to receive credit on assignments and tests not completed.	1-2	Lack of student motivation	Administration, Teachers, Behavior Intervention Counselor	Ongoing	Teacher grade books in Skyward	b, im, st, TI, tech
2. Incorporating the Student SuccessMaker computer lab.	1-2	Lack of student motivation	Administration, Teachers, Behavior Intervention Counselor	Ongoing	Teacher grade books in Skyward	b, im, st, TI, tech
3. At-Risk students will be tracked and conference with the Academic Specialist.	1-2	Time Constraints	Academic Specialist	Ongoing	Conference Logs/Student grades	b, st

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Beta Club Participation	ED	29%	36%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Set up an "Activities Table" during Milwee Open House.	1	Transportation	Administration, club sponsor	End of Year	Skyward	or, st
2. Provide information about BETA Club in the school newsletter on school announcements, and other media.	1	Lack of student motivation	Administration, club sponsor	End of Year	Skyward	b, or
3. Provide opportunities for BETA Club to meet during activity periods in which all students are available.	1	Lack of student motivation	Administration, club sponsor	End of Year	Skyward	st

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.
Examples include: Middle schools – Virtual options, ACCEL, etc

Other school defined goals may be added.

Goal #1: To increase the percentage of students participating in SCVS through the ePathways elective course.

School Defined Goal	Current	# of #-	% +/-	Expected
ePathways (virtual classes) Participation	14.3%	184/1285	8.5%	22.8%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide a virtual computer lab in 7-208, supervise and facilitate	Interest, computers, supervision	Administration	Ongoing	Annual	St, b, or, tech
2. Communication to parents in newsletter and information in guidance, course selection forms regarding virtual opportunities/courses.	Interest, keeping up with courses	Guidance, administration	Ongoing	Students enrolled in Virtual courses	B,or,st, tech
3. Advertise through the Milwee website with web banners that include links to course selection forms	Interest, keeping up with courses	Administration , Webmaster	Ongoing	Students enrolled in Virtual courses	B,or,st, tech

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
1. Professional learning Communities	ALL	Monthly	Academic achievement	School-wide	85		Administration, Academic Coaches, Department Chairs, PLC Leaders
2. Reciprocal Teaching	ALL	Monthly	Academic achievement	School-wide	85		Administration, Academic Coaches, Department Chairs, PLC Leaders
3. Cooperative Learning	ALL	Monthly	Incorporating cooperative structures into instruction	School-wide	85		Marsha Geary
4. Multi Tier System of Support (MTSS)	ALL	Monthly	Academic progress and behavioral interventions	School-wide	85		MTSS committee

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$1260.00
Adjustment:	\$2930.00
Carry Over:	\$7386.85
Total Income:	\$11,576.85

EXPENDITURES	ACTUAL COST	BALANCE
		\$11,576.85
Security from Seminole County Sherriff Department	\$140.00	\$11,436.85
Professional Development Textbooks	\$171.40	\$11,265.45
FCAT Games Program	\$249.00	\$11,016.45
Summer Institute Registrations	\$525.00	\$10,491.45
Supplies	\$2,007.00	\$8,483.62

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$8,483.62

This carry over will be spent on MTSS, Professional Development, Supplies, and FCAT Programs.

ADDENDUM 1

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (RtI) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's MTSS Leadership Team.

Luis Alvarado, Susan Sharpe, Susan Mead, Brian Furgione, Alexandra Razgha, Nancy Maisenholder, Lynda Corlett, Joe Sanchez, Joanne Gaulding, Marsha Geary, Wolfrum, Kathy Ellis, Ken Lieberman, Charlotte Ewseychik, Nickolas Davis, Connie Phillips, Kellie Cashion, and April McManus

2. Describe how your school's MTSS Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team has designated meetings once per month. The Team's function is to ensure that the educational and behavioral needs of all students are met and to identify students who need additional support.

Administration - Ensure compliance with MTSS procedure, Participate on MTSS Committee, Monitor results of assessments and screening, Monitor staff support.

Guidance - Ensure pre-meeting preparation, Facilitate movement through process, Set follow-up schedule/ communication, Distribute assessment, screening, and progress monitoring materials, Collect results, Participate on MTSS Committee, Assign to intervention groups.

School Psychologist - Meet with Guidance to analyze data, Assist in data analysis, Participate on MTSS Committee problem solving, Consult with Teachers/Parents about students who should be referred for special education, Perform diagnostic assessments.

Coaches - Distribute assessment, screening, and progress monitoring materials, Collect results, Participate on MTSS Committee, Assist in data analysis, Modifications to unsuccessful interventions.

Teacher – Includes general education teacher with concerns, Administer assessments and screenings, Progress monitor students at Tier II and III, Implement and document interventions, Complete referral packet/documentation.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.

The role of the MTSS Leadership Team is to establish a well-integrated system across general and special education when addressing student needs. The system must include interventions delivered as part of the general education instruction in addition to intensive instruction with reading and mathematics. The team is responsible for the ongoing process for monitoring outcomes of the interventions and determining if further interventions are needed

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.

The MTSS Leadership Team will use Skyward, EdInsight, Discovery Education Assessments, and the SCPS Response to Intervention Student Summary data that includes Behavior Interventions. This is in addition to the SCPS Intervention Log and the SCPS Intervention Planning Form.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.

The MTSS Leadership Team will provide additional information to the school staff regarding the integration of the MTSS program as a systems approach for providing interventions to identified students. Regularly scheduled meetings will be conducted to further develop strategies for the full implementation of MTSS for the 2012-2013 school year.

6. Describe the plan to train staff on MTSS.

The school staff was trained utilizing the MTSS Power Point Presentation during pre-plan and will be trained in regular staff developments.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

Dr. Michelle Walsh, Marsha Geary, Connie Phillips, Kenneth Viola

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

The LLT meeting will be chaired by the Literacy coach. Data from Professional Learning Communities will determine the focus of the monthly meeting. Accountability for each meeting will be documented through a predetermined agenda and minutes.

3. What will be the major initiatives of the LLT this year?

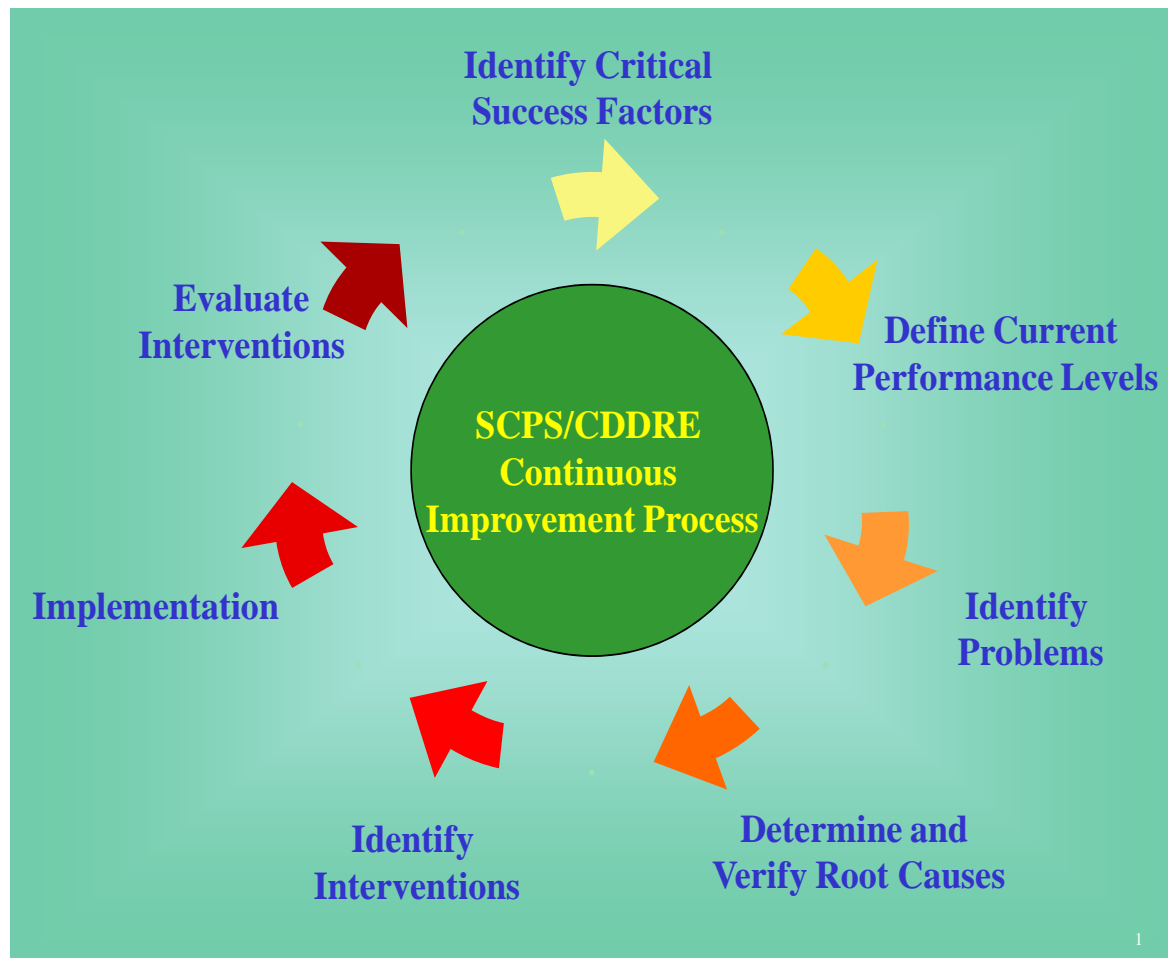
- Check for fidelity to programs.
- Modeling and co-teaching SRA and Reading Edge lessons
- Facilitate BAV for new teachers
- Follow BAV with model lessons for Social Studies , Science and Language Arts
- Continue to facilitate data conversations with teachers to include guided questions, problem solving, action plan development and reteaching opportunities for students.
- Specifically look at those students not achieving in SRA and / or EDGE to implement interventions that work for them.
- Develop quality based lesson plans by planning high level questioning techniques and to drive student instruction.

ADDENDUM 3 -LESSON STUDY

Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Lesson Study is a high quality professional development that deepens teachers’ content knowledge and pedagogical skills. Teachers, administrators and coaches achieve this by focused collaboration: this allows them to learn and study research-based strategies that help students to learn better, analyze data to increase achievement, and develop common assessments that truly causes teachers to concentrate on the “what” and “how” they are teaching. Teachers will meet weekly in their Professional Learning Communities (PLC) to develop common assessments, discuss long term educational goals, consider the goals of a particular unit or lesson, and discuss with each other how their students responded to these lessons.

Administrators at Milwee Middle School will be certain to communicate the action plans and goals of the School Improvement Plan to all collaborative groups so they can incorporate them into their Professional Learning Communities. With this incorporation, teachers and administrators will be able to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Content Administrators will coordinate and monitor all study sessions as they occur throughout the year.



ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name: _____

I. Assurances

These items are required elements of your Title I Schoolwide Program. The principal must mark with an “X” each of the assurances to indicate compliance.

X	All children will be provided an opportunity to meet the State’s challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: <ul style="list-style-type: none"> a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II. Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

Students with Academic Deficiencies Initiative(s): Teachers and administrators analyze state and district assessment data including Discovery Education, EdInsight, FCAT, and Writing Prompts. Teachers participate in ongoing progress monitoring, using student data to differentiate instruction to meet the needs of all students and form small groups for instruction including guided reading groups. Teachers participate in PLCs and use formative assessment to further guide their instruction and use the most current research based best practices to meet the needs of all students. Students who require additional interventions are monitored through the MTSS process.

School Improvement Goal(s) that support the Initiative(s): Reading 1-8, Math 1-8, EOC 1-8, Writing 1-4, Science 1-4, Advanced Coursework 1-2, On-Time Promotion 1-2

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

Reading Initiative(s):

Milwee Middle School continually offers professional development in scientifically-based research practices such as Kagan structures, cooperative learning, reciprocal teaching and Multi-Tier System of Support with the end goal of increasing reading student achievement. Milwee Middle School also uses the following programs to support our non-proficient readers:

Reading Edge

Corrective Reading

Read to Achieve

School Improvement Goal(s) that support the Initiative(s): Reading 1-8, EOC 1-8, Writing 1-4, Science 1-4, Advanced Coursework 1-2, On-Time Promotion 1-2

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan? The initiatives in place at Milwee Middle School support the initiatives of Just Read Florida and the SCPS Reading Plan by providing scientifically-based research practices and instructional strategies to be used in the area of reading to ensure instruction is differentiated to meet the needs of each student, including increasing reading skills and comprehension of all students.

Math Initiative(s):

Milwee Middle School utilizes a variety of Mathematics initiatives to support student achievement listed below:

Virtual Bridge (Glencoe On-line book - Florida Math Connects 1 and Florida Math Connects II, interactive practice)

Advanced Mathematics On-line book (interactive practice)

MATHCOUNTS curriculum - available to all students during Math Club

EdInsight - Practice FCAT tests and progress monitoring reported by Benchmark

Discovery Education DA assessments

Successmaker Lab

Tutorial - Extra practice with various teachers in "math only" Media Center Tuesdays and Thursdays

School Improvement Goal(s) that support the Initiative(s): Math 1-8, EOC 1-8, Writing 1-4, Science 1-4, Advanced Coursework 1-2, On-Time Promotion 1-2

3. **Use of Data** - Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

Use of Data Initiative(s): Milwee teachers analyze state and district assessment data including Discovery Education, EdInsight, FCAT, and Writing Prompts. Teachers participate in ongoing progress monitoring, using student data to differentiate instruction to meet the needs of all students and form small groups for instruction including guided reading groups. Teachers participate in PLCs and use formative assessment to further guide their instruction. Students who require additional interventions are monitored through the MTSS process.

School Improvement Goal(s) that support the Initiative: Reading 1-8, Math 1-8, EOC 1-8, Writing 1-4, Science 1-4, Advanced Coursework 1-2, On-Time Promotion 1-2

4. **Support for SubGroups** - Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

SubGroup Initiative(s): Student data is used to identify subgroups. Milwee administration and teachers ensure that students in the subgroups identified, including ELL, ESE, FIT, and ED students, receive the appropriate services and programs available to them through Milwee and SCPS.

School Improvement Goal(s) that support the Initiative(s): Reading 1-8, Math 1-8, EOC 1-8, Writing 1-4, Science 1-4, On-Time Promotion 1-2

5. **Extended Day** - Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

Extended Day/Year Initiative(s): Milwee Middle School offers after school tutorial for students scoring level 1 and 2 on FCAT as well as students predicted to score a level 1 or 2. Robotics and SECME are offered after school. Milwee has several family involvement nights including an FCAT night, Math night, Pre-IB and Engineering night, and Reading night to provide parents with opportunities to learn strategies for working with their children at home. Students who scored a level 1 or 2 on FCAT 2.0 are offered Supplemental Educational Services (SES).

School Improvement Goal(s) that support the Initiative: Reading 1-8, Math 1-8, EOC 1-8, Writing 1-4, Science 1-4, Advanced Coursework 1-2, On-Time Promotion 1-2

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

Additional School-Level Initiative(s): Milwee Middle School employees a Behavior Specialist, offers social worker referrals, dividend volunteers who work with small groups of students as well as trained mentors who work with one on one with students, two guidance counselors and a New Horizons Counselor are available to assist students and parents with their individual needs, a Cooperative Learning/Literacy Coach, Reading Coach, and six reading teachers to support classroom instruction as well as work with small groups of students. Milwee Middle also has a food and clothing pantry available to parents who need assistance with providing food for their children.

School Improvement Goal(s) that support the Initiative: Reading 1-8, Math 1-8, EOC 1-8, Writing 1-4, Science 1-4, Advanced Coursework 1-2, Discipline 1-2, On-Time Promotion 1-2

7. **Professional Learning** - Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

Professional Learning Initiative(s):

Milwee Middle School is investing our professional development time to accentuate and improve our Professional Learning Communities (PLC), Reciprocal Teaching, Cooperative Learning, and our Multi Tier System of Support (MTSS) for the 2012-2013 school year. PLC development is coordinated through administration, Curriculum Leaders and Department Chairs. A selected group of faculty and staff attended the DuFour, DuFour, and Eaker Professional Learning Communities Summer Conference. Reciprocal Teaching and Cooperative learning is coordinated through the same group above but also includes the leadership of our Cooperative Learning/Literacy Coach. MTSS is coordinated by the MTSS committee that is led by administration and includes guidance counselors and faculty. Funding sources include School Improvement dollars.

School Improvement Goal(s) that support the Initiative(s): Reading 1-8, Math 1-8, EOC 1-8, Writing 1-4, Science 1-4, Advanced Coursework 1-2, Discipline 1-2, On-Time Promotion 1-2

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

Coordination with Early Learning Initiative(s): N/A

School Improvement Goal(s) that support the Initiative(s): N/A

9. **Family Engagement** - Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

Family Engagement Initiative(s): Milwee Middle offers family engagement nights including an FCAT night, Math night, Pre-IB and Engineering night, and Reading night to provide parents with opportunities to learn strategies for working with their children at home. Milwee Middle also offers a dividend coffee for parents to learn about opportunities to be involved at Milwee. The Milwee PTSA hosts many events throughout the school year, including bowling nights, an ice cream social, a Fall Dance, and the Spartan Showdown. Milwee uses a monthly newsletter to keep parents informed as well as the Synrevoice system, emails, phone calls, and the Milwee website.

School Improvement Goal(s) that support the Initiative: Reading 1-8, Math 1-8, EOC 1-8, Writing 1-4, Science 1-4, Advanced Coursework 1-2, Discipline 1-2, On-Time Promotion 1-2

ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	48.2%	587/1217	4.8%	53%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Register parents at Schedule-Pick-Up Event and Open House in August.	1	Transportation and work schedules	Family Access Coordinator	ongoing	Monitor the number of parents signed up	tech
2. Advertise and encourage participation in the parent newsletter and the school website.	1	none	Administration	ongoing	Monitor the number of parents signed up	b, or
3. New student registration: parents provide email address and sign-up for Skyward upon registration.	1	Lack of technology in the home	Guidance	ongoing	Monitor the number of parents signed up	st, tech

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

STEM Current Practices: Milwee Middle School closely monitors all students in the Pre-Engineering Magnet to ensure success. Milwee will continue to offer courses such as Automation and Robotics, Flight and Space, Web Design, Lego Robotics, Artificial Intelligence and Mobile Robotics, Design and Modeling, SECME, Science of Technology, Energy and the Environment, green Architecture, and Magic of Electrons. Participation in advanced/honors levels of math and science courses is encouraged as well as any technology course which will add to the work skills repertoire of each student.

STEM Plan for 2012-2013: The SECME Club and Robotics Team will receive more recognition and will take place in more challenges and programs. Milwee teachers will continue to receive training on all of the technology available to them to increase the integration within their subject areas. Lesson Plans will reflect more creative computer use as well as 21st century workforce skills.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Visit all elementary schools before registration and advertise the Pre-Engineering Magnet and Project Lead the Way to increase enrollment in the program.	time	Guidance Counselors	ongoing	Enrollment data	b,or,st
2. Monitor PLCs for consistent instruction through Learning goals, scales, and high probability strategies.	Time for PD; delivery of instruction	Administrators, teachers	quarterly	Discovery Ed	im, or, st, tech

ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Enter narrative for CTE goal:

Milwee Middle's Magnet Program offers multiple exploratory elective courses that enable students to experience a variety CTE options. Along with the standards based Language Arts, Math, Science and Social Studies curriculum, students may enroll in Web Design, Energy and the Environment, Environmental Science, Magic of Electrons, Artificial Intelligence and Robotics, SECME, Lego Robotics, Design and Modeling, Science of Technology, Video Game Design, Automation and Robotics, Flight and Space, and ePathways virtual courses. Through these CTE opportunities, students will develop the knowledge and skills needed to contribute to the workforce.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide a virtual computer lab in 7-208, supervise and facilitate	Interest, computers, supervision	Administration	ongoing	Annual	St, b, or, tech
2. Improve communication to parents in newsletter and information in guidance, course selection forms regarding CTE opportunities/courses.	Interest, keeping up with courses	Guidance, administration	ongoing	Students enrolled in Virtual courses	B,or,st, tech
3. Advertise through the Milwee website with web banners that include links to course selection forms	Interest, keeping up with courses	Administration, Webmaster	ongoing	Students enrolled in Virtual courses	B,or,st, tech

ADDENDUM 8 – COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA) GOALS

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:

Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow

All middle schools except Chiles and Rock Lake

All high schools except Crooms, Journeys, and Oviedo

Identify and define areas in need of improvement in 2012-2013.

Goal #1: To increase the number of ELL students scoring proficient in the Listening and Speaking section of CELLA in 2012-2013

Goal #2: To increase the number of ELL students scoring proficient in the Reading section of CELLA in 2012-2013

Goal #3: To increase the number of ELL students scoring proficient in the Writing section of CELLA in 2012-2013

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	70.6%	36/51	2.4%	73%
2. Proficient in Reading	23.5%	12/51	7.5%	31%
3. Proficient in Writing	37.3%	19/51	5.7%	43%

Action Plan

Strategy	CELLA Goal Numbers	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Incorporate frequent cooperative learning strategies: From Pair/Share to Presentation.	1	Need for differentiated instruction	Teachers	ongoing, March	Discovery Ed, CELLA	b, im, or, st
2. Increase the use of reciprocal teaching based reading groups and increased vocabulary instruction by improved monitoring and professional development.	2	Need for differentiated instruction	Administration, Literacy Coach, Teachers	ongoing, March	Discovery Ed, CELLA	b, im, or, st, tech
3. Increase the use of Kagan strategies for the Writing Process by improved monitoring and professional development.	3	Need for differentiated instruction	Administration, Literacy Coach, Teachers	ongoing, March	Discovery Ed, CELLA	b, im, or, st,

ADDENDUM 9 – FLORIDA ALTERNATIVE ASSESSMENT (FAA) GOALS

Based on the analysis of 2011-2012 Florida Alternative Assessment data, the following schools will need to complete FAA goals:

Middle school: Millennium (24 students), Milwee (18 students), Rock Lake (16 students), Greenwood Lakes (22 Students), Indian Trails (15 students)
 High schools: Lake Mary (21 students), Lyman (23 students) and Winter Springs (38 students)

*Level 4 is proficient on the Florida Alternative Assessment.

FAA (Accountability Group)	Current	# of #	% + or -	Expected
Reading-Students Scoring Levels 4 and above	100.0%	18/18	N/A	100%
Reading-Students Scoring Levels 7 and above	72.2%	13/18	2.8%	75%
Reading-Percent of Students Making LG	94.4%	17/18	.6%	95%
Math-Students Scoring Levels 4 and above	83.3%	15/18	1.7%	85%
Math-Students Scoring Levels 7 and above	27.8%	5/18	7.2%	35%
Math-Percent of Students Making LG	94.4%	17/18	.6%	95%
Writing-Students Scoring Levels 4 and above	100.0%	5/5	N/A	100%
Writing-Students Scoring Levels 7 and above	100.0%	5/5	N/A	100%
Science-Students Scoring Levels 4 and above	100.0%	5/5	N/A	100%
Science-Students Scoring Levels 7 and above	40.0%	2/5	6%	46%

Action Plan

Strategy	FAA Goal Subject	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Use FAA practice kits to strengthen skills.	ALL	Time to give individualized tests	teacher	2X per year	FAA	im, or, st
2. Implement curriculum appropriate to students' cognitive abilities.	ALL	Varying abilities	teacher	ongoing	FAA	b,im,or,st
3. Keep track of all data and note specific weaknesses.	ALL	Inaccurate data due to student variables (uncooperative, unresponsive)	teacher	ongoing	FAA	im,or,st
4. Implement Study Island for additional practice and as a Progress Monitor tool.	ALL	Time, availability of computers	teacher	ongoing	Study Island	b,im,or,st, tech

ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

Seminole County Public Schools is committed to high performance in End of Course exams. Curriculum instructional plans will be aligned with and paced in a manner that will best ensure student success on the End of Course exams. Baseline student performance data will be established once the Florida Department of Education and State Board set the standards for each exam.

ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	62	64	68	72	75	78	81
American Indian							
Asian	89	70	91	92	93	94	95
Black/African-American	46	43	55	60	64	69	73
Hispanic	51	56	59	63	67	71	76
White	73	75	78	80	82	84	87
English Language Learners	24	20	37	43	49	56	62
Students with Disabilities	36	41	47	52	57	63	68
Economically Disadvantaged	53	56	61	65	69	73	77

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	57	59	64	68	71	75	79
American Indian							
Asian	89	85	91	92	93	94	95
Black/African-American	39	41	49	54	59	64	70
Hispanic	46	50	55	60	64	69	73
White	69	69	74	77	79	82	85
English Language Learners	20	23	33	40	47	53	60
Students with Disabilities	37	37	48	53	58	63	69
Economically Disadvantaged	46	50	55	60	64	69	73

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Michelle Walsh, Principal	9/27/12	Heather Bryant	9/27/12	Kristin Gillis	10/10/12
INSTRUCTIONAL		Tamara Driesse	10/12/12	Bettie Neal	10/8/12
Brian Furgione	9/25/12				
		Renee Finegan	10/12/12	Stephanie Wells	10/10/12
Takisha Toussaint	10/8/12				
		Joni Fussell	10/10/12	Student : Nikki Cuevas	9/27/12
Luis Alvarado	9/28/12				
NON-INSTRUCTIONAL					
Kathy Ellis	9/27/12				