

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



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Markham Woods Middle School

School Improvement Plan 2017-2018

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

Supportive Environment

1. Provide the school’s mission statement

CAPTURE, INSPIRE, TEACH--Every Student. Every Chance. Every Day!

2. Provide the school’s vision statement

To increase the achievement of all students in a safe and supportive learning environment—through a culture of excellence, collaboration, and continuous improvement—with the explicit intent of closing the achievement gap.

3. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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 the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTSA Boards, (6) inviting families to attend PTSA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff. In addition, our MKMS leadership team, especially our principal, engages in systematic, open communication with the students and community. The team conducts grade level meetings and is visible and accessible to students. Students are regularly reminded of the MKMS Core Beliefs: Our School is special. We are responsible for all students. All students can achieve at high levels given adequate time, the right support, and effective instruction and resources. Discipline with love. It is okay to make mistakes. We must

model what we expect from kids. High achievement is not an accident. Mrs. Mumey sends a weekly communication to the school community that reiterates the Core Beliefs and provides opportunities for the community to provide feedback through surveys and other methods.

4. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The safety and well-being of students at Markham Woods Middle School is our top priority. We have resources available to students to ensure the social and emotional needs are met for all students. There are two guidance counselors that make it a priority to interact with every student at Markham Woods Middle. In addition, the counselors assist students in personal; social and educational development; provide support and consultation to ensure students have the optimum learning experience; and coordinate conferences with the students, parents, and instructional staff to provide guidance to help the student succeed. Our school social worker conducts student assessments and counseling groups on campus, home visits, and advocates for families during meetings with teachers and administration.

Student Transition and Readiness

College and Career Readiness

5. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Academic planning is done through Social Studies classes where guidance counselors help students choose future courses based on their needs and interests. Our iJourney course incorporates a career planning unit designed to help students explore potential careers and paths for those vocations. In addition, guest speakers are invited to speak to classes about real-world professions and experiences during Teach-In. Students that are identified as Advanced Opportunity students are placed in at least one advanced class to help them prepare for college and advanced coursework in high school.

6. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Markham Woods Middle School students develop technical and career skills through relevant and real-world applications in enrichment classes and extracurricular activities. These courses include Computer Keyboarding, iJourney, and iConnect, Personal Fitness, TV Production, Yearbook, Peer Tutoring with ASD students, and virtual courses including Critical Thinking and Problem Solving. Extracurricular Activities that enhance technical and career skills include Student Government, Beta Club, and Robotics. Our goal is to provide additional opportunities for students through virtual classes held on-campus and through developing Computer courses of advancing complexity designed to support future workforce needs.

Middle School Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

- A. Ensure Rigorous Instruction – lessons aligned to Florida Standards; Webb’s/Marzano; (Ambitious Instruction)**
- B. Monitor with Feedback ongoing feedback loop between teachers and students, focus on learning rather than teaching (Collaborative Teachers; Supportive Environment)**
- C. Differentiated Instruction (Ambitious Instruction)**

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

Indicators	Target
ELA Achievement	70
ELA Learning Gains	70
ELA Learning Gains of the Low 25%	51
Math Achievement	70
Math Learning Gains	70

Indicators	Target
Math Learning Gains of the Low 25%	51
Science	70
Social Studies	80
5E Ambitious Instruction	Neutral
5E Collaborative Teachers	Neutral

Indicators	Target
Choose an item.	

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Common Planning for COL’s	Dana Richardson	5/29	N	Monthly from 10/2 to 5/29	Master Schedule, Lesson Plans
Researched based programs: Khan Academy, I-ready, Corrective Reading	Linda Mumey	5/29	Y	Quarterly from 10/2 to 5/29	Data utilized from programs within COLs and PLCs
Early Release Wednesdays designated for teacher professional development/school improvement	Michael Cush	9/1/17	Y	Quarterly from 10/2 to 5/29	2017-18 School SIP Professional Development Calendar

Instructional Coach implementing a Universal Design for Learning	Rosie Jaya	5/29/17	Y	Monthly from 10/2 to 5/29	COL/PLC Minutes, walk through observation data reflecting research based strategies.
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Monitoring of lowest 30%	Michael Cush, Dana Richards, Chuck Bennet	5/29/17	N	Quarterly from 10/2 to 5/29	Edinsight data will be presented quarterly at regular admin meetings
Student Owned Progress Monitoring	Curriculum Leaders	5/29/17	N	Monthly from 10/2 to 5/29	Curriculum Leaders will discuss and provide evidence during monthly meeting on how departments are having students track their progress.
Achieve 3000 Reading Program	Linda Mumeey	5/29/17	Y	Monthly from 10/2 to 5/29	Program data analyzed monthly at reading PLC meetings.
Study Island – Social Studies support	Dana Richardson	5/29/17	N	After each semester	Analyze program usage by teachers through lesson plans and program provided data.

Middle School Essential Instructional Priorities

Essential Instructional Priority #2: Conditions for Learning

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students (Supportive Environment)**
- B. Developing a student centered culture**
- C. Continued focus on campus safety and building a culture of respect (Supportive Environment)**
- D. Collective Responsibility (Collaborative Teachers)**

Indicators	Target
5E Supportive Environment	Neutral
5E_SE_Safety	Neutral
5E_SE_Academic Personalism	Neutral
5E_SE_Student-Teacher Trust	Neutral
5E_CT_Collective Responsibility	Neutral

Indicators	Target
Choose an item.	

Indicators	Target
Choose an item.	

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Teacher Collaboration through COL/PLC	Rosie Jaya	5/29/18	Y	Monthly from 10/2 to 5/29	Teachers will submit lesson plans and lesson reflections on their collaborative work within COLs and PLCs.
LIFT Goals	Linda Mumeey	5/29/18	N	Quarterly from 10/2 to 5/29	4 th period teachers utilize LIFT tracking sheets to help students track personal and academic goals throughout the year.
Restorative Practices	Krystal Young	5/29/19	Y	Monthly from 10/2 to 5/29	Admin, staff, and students will be trained throughout the 2017-18 school year. Deans will document the use and success of restorative practices throughout the year.

Middle School Essential Instructional Priorities

Essential Instructional Priority #3: Skills for Future Ready Graduates

- A. Utilization of College Board/Khan resources to support future ready skill development of all students
- B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
- C. Developing expectations for success in college and careers for all students

Indicators	Target
Acceleration Success	85%
PSAT Achievement	70%
Choose an item.	
Choose an item.	
Choose an item.	

Indicators	Target
Choose an item.	

Indicators	Target
Choose an item.	

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Advanced Opportunities support and monitoring	Dana Richardson	5/29/18	N	Quarterly	Master schedule reflective of AO students with appropriate classes. Edinsight tracking through quarterly admin meetings to show progress of AO students in advanced courses.
Use of Khan Academy in 8th grade math	Chuck Bennet	5/29/18	N	Quarterly	Collegeboard accounts will connect to all 8 th grade student Khan academy accounts to provide support and data on student success towards college readiness exams.

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	Person(s) Responsible
Quality Instruction PD	1	9/13/17 and 11/1/17	Effective Planning for Rigorous, standards based instruction	School Wide	Michael Cush, Rosie Jaya
Skills for future ready graduates PD	3	1/17/18	Preparing students with the skills necessary for college and career success.	School Wide	Michael Cush, Rosie Jaya
Anti-Bullying Training	2	10/20/17	School Safety	School Wide	Krystle Young
Weekly COL Planning PD	1 & 2	Weekly	Effective planning for standards based instruction and individual student support	School Wide	Linda Mumey, Michael Cush, Dana Richardson, Chuck Bennet
Tying it all together	1,2, & 3	4/1/18	Effective planning and supporting students will college and career skills.	School Wide	Michael Cush, Rosie Jaya
MTSS Training	2	8/9/17	Supporting student with unique needs	School Wide	Michael Cush
Technology Training	3	8/9/17	Supporting technology integration in classrooms.	School Wide	Meredith Tweed