

Pinellas County Schools

Midtown Academy



2020-21 Schoolwide Improvement Plan

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Midtown Academy

1701 10TH ST S, St Petersburg, FL 33705

<https://www.pcsb.org/midtown>

Demographics

Principal: Keila Victor

Start Date for this Principal: 6/13/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Midtown Academy

1701 10TH ST S, St Petersburg, FL 33705

<https://www.pcsb.org/midtown>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2019-20	2018-19
Grade	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Midtown Academy is to develop the academic and social emotional skills of every scholar, every day, at every opportunity by committing to academic excellence through a rigorous instructional program and developing the leadership qualities needed for college, career, and life.

Provide the school's vision statement.

Midtown Academy will provide each and every scholar with the necessary knowledge, skills, and opportunities for 100% scholar success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Victor, Keila	Principal	Lead teachers and staff, set goals and ensure students meet their learning objectives. Overseeing the school's day-to-day operations means handling disciplinary matters, managing a budget and hiring teachers and other personnel.
Maker, Casey	Assistant Principal	
huynh, Thuyduong	Teacher, K-12	Teacher Leader
Moore, Andrea	Teacher, K-12	Gifted Teacher (Leader)

Demographic Information

Principal start date

Saturday 6/13/2020, Keila Victor

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

2

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

3

Total number of teacher positions allocated to the school

28

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
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SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	45	59	55	64	46	0	0	0	0	0	0	0	300
Attendance below 90 percent	0	9	9	8	9	14	0	0	0	0	0	0	0	49
One or more suspensions	2	2	4	3	3	0	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	1	19	25	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	22	0	0	0	0	0	0	0	43

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Saturday 6/13/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	49	53	80	51	61	0	0	0	0	0	0	0	331
Attendance below 90 percent	11	9	12	20	18	33	0	0	0	0	0	0	0	103
One or more suspensions	6	10	8	24	8	3	0	0	0	0	0	0	0	59
Course failure in ELA or Math	0	0	10	5	7	5	10	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	16	22	0	0	0	0	0	0	0	38

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	2	8	9	7	0	0	0	0	0	0	0	28

The number of students identified as retainees:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	49	53	80	51	61	0	0	0	0	0	0	0	331
Attendance below 90 percent	11	9	12	20	18	33	0	0	0	0	0	0	0	103
One or more suspensions	6	10	8	24	8	3	0	0	0	0	0	0	0	59
Course failure in ELA or Math	0	0	10	5	7	5	10	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	16	22	0	0	0	0	0	0	0	38

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	2	8	9	7	0	0	0	0	0	0	0	28

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	54%	57%	0%	53%	55%
ELA Learning Gains	52%	59%	58%	0%	53%	57%
ELA Lowest 25th Percentile	56%	54%	53%	0%	47%	52%
Math Achievement	50%	61%	63%	0%	62%	61%
Math Learning Gains	51%	61%	62%	0%	61%	61%
Math Lowest 25th Percentile	40%	48%	51%	0%	48%	51%
Science Achievement	44%	53%	53%	0%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	56%	-5%	58%	-7%
	2018					
Cohort Comparison						
04	2019	45%	56%	-11%	58%	-13%
	2018					
Cohort Comparison		45%				
05	2019	30%	54%	-24%	56%	-26%
	2018					
Cohort Comparison		30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	62%	-6%	62%	-6%
	2018					
Cohort Comparison						
04	2019	39%	64%	-25%	64%	-25%
	2018					
Cohort Comparison		39%				
05	2019	53%	60%	-7%	60%	-7%
	2018					
Cohort Comparison		53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	54%	-9%	53%	-8%
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42			58							
BLK	25	47	54	32	41	38	25				
WHT	86	70		91	89						
FRL	32	48	60	39	45	33	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Grade 4 Math achievement was Midtown Academy's lowest performance component. 39% of students were proficient in 2019. Breaking down this reporting even further, we noticed that 94% of gifted learners scored a level 3 or higher in mathematics. The trend indicates students that are not identified as gifted learners struggle to reach proficiency. Contributing factors could include lack of consistency with instruction, substitute teachers.

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

There were zero reporting categories that demonstrated a decline. However, the area that showed the least amount of growth was 3rd grade cohort in ELA. This cohort was 51% proficient during the 2018-2019 school year. The Winter MAP data indicated they were 63% proficient. Contributing factors could include long term substitutes.

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.

4th grade achievement levels in math showed the greatest gap when compared to the state average. 39% of our 4th grade students were proficient in math, as compared to 64% state rate. Contributing factors could include lack of consistency with instruction, substitute teachers.

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

Grade 3 ELA showed the most improvement. In 2019, 51% of students were proficient in ELA. Winter MAP indicates , that number was increased to 63% students proficient in ELA. We took numerous actions to make this happen. These actions include ensuring teachers strengthen core reading and writing instruction by engaging students in using rich complex text and tasks. In addition, monitoring teacher practice and provide feedback for teacher growth through PLC's and collaborative planning structures.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Early warning data shows a few potential areas of concern. The first resides with grades 3 and 4 students. Eight students in third grade and nine students in fourth grade attended school less than 90%. The other potential area of concern are students in fourth grade. Five of these students have multiple early warning indicators, Identifying students in two or more reporting areas is critical in in problem solving and early intervention.

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

1. L25's Learning Gains
2. Grade 5 Math Teaching and Learning
3. School -Wide ELA Teaching and Learning

4. Attendance/ Family Engagement
5. School-Wide Positive Behavior Interventions and Supports

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our current level of performance is 44% proficiency, as evidenced by the most recent FSA performance. We expect our performance level to increase to at least 60% of students proficient in ELA by June 2021.

Measurable Outcome: The percent of all students achieving ELA proficiency will increase from 44% to 60%, as measured by FSA.

Person responsible for monitoring outcome: Keila Victor (victork@pcsb.org)

Evidence-based Strategy: Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, developing and applying foundational skills, and the shifts.

Rationale for Evidence-based Strategy: The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps leading to an increase in academic rigor.

Action Steps to Implement

1. Utilize virtual and/or professional learning communities to establish and implement routines conducive to reading, writing, and speaking grounded in evidence from text.
2. Ensure teachers strengthen core reading and writing instruction by engaging students in complex text.
3. Ensure effective planning for teaching and monitoring for the transfer of phonics skills within reading and writing tasks (Primary).
4. Ensure teachers plan effectively to provide continuous opportunities to build knowledge through content rich non-fiction text (Intermediate).
5. Strengthen staff practice to utilize questions to help students elaborate on content through planning for tiered learning to utilize questions with varying "Depth of Knowledge" and professional development on "differentiation for gifted learners"

Person Responsible: Keila Victor (victork@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus	Our current level of performance is 50% of students proficient, as evidenced by the most recent Mathematics FSA. We expect our performance level to increase to 60% of student proficient by June 2021.
Description and Rationale:	
Measurable Outcome:	The percent of all students achieving proficiency in mathematics will increase from 50% to 60%, as measured by FSA.
Person responsible for monitoring outcome:	Keila Victor (victork@pcsb.org)
Evidence-based Strategy:	<ul style="list-style-type: none"> • Ensure that rigorous, student-centered instruction occurs daily through the use of Ready Classroom Mathematics, Dreambox Learning, Number Routines, and other standards-aligned resources. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video. • Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps. Understanding of the major work of the grade and utilizing effective mathematics instructional practices aims toward increasing student achievement in mathematics.

Action Steps to Implement

- Schedule and facilitate ongoing mathematics virtual and/or face to face unit planning sessions by grade level, using district-provided resources and protocol. Utilize prerequisite and differentiated resources, just in time and based on diagnosed need.
- Utilize professional learning communities to establish and implement routines and norms conducive to mathematics discourse and classroom discussion.
- Provide feedback both in- and outside the Marzano framework to all mathematics teachers a minimum of once every two weeks. Incorporate positive sticky notes, face to face meetings, virtual meetings, and open-ended questioning.
- Establish math leadership committee composed of mathematics teacher leaders to support school-wide professional development efforts and progress toward mathematics school improvement.

Person Responsible Keila Victor (victork@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus
Focus Description and Rationale: Our current level of performance is 44% of students proficient in science, as evidenced by the most recent Science SSA. We expect our proficiency level to increase to 57% of students proficient by June 2021.

Measurable Outcome: The percent of all students meeting proficiency in science will increase from 44% to 57%, as measured by Science SSA.

Person responsible for monitoring outcome: Keila Victor (victork@pcsb.org)

Evidence-based Strategy:

- Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards,
- Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.

Rationale for Evidence-based Strategy: The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps. Implementing the science instructional routine effectively and efficiently along with purposeful differentiation aims toward increasing student achievement in science.

Action Steps to Implement

- Facilitate science professional development through monthly curriculum meetings and weekly PLCs.
- Collectively analyze diagnostic and student performance data to develop detailed review plans for each specific grade 5 class.
- Implement and Refine weekly lunch challenges based on diagnostic data.
- Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power-Words and other related vocabulary based on grade level standards.

Person Responsible Casey Maker (makerc@pcsb.org)

#4. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	Based on most current state assessments, 44% of all students (Grades 3-5) were proficient in English language arts. 16% of all black students were proficient based on the same assessments. We expect the performance of our black students to increase to 60% proficient by June 2021.
Measurable Outcome:	The percent of black students achieving ELA proficiency will increase from 16% to 60% as measured by the 2021 FSA.
Person responsible for monitoring outcome:	Keila Victor (victork@pcsb.org)
Evidence-based Strategy:	Utilize culturally relevant strategies to increase engagement, improve relationships, and support high quality instruction school-wide. Implement and improve use of restorative practices and restorative circles school-wide to improve equity in excellence and develop culturally responsive professionals.
Rationale for Evidence-based Strategy:	Use of these strategies and approaches to interaction will lead to more students engaged in learning, increased participation in extended learning opportunities, and improvement in academic performance.

Action Steps to Implement

1. Provide sustained professional development on equity based practices and culturally relevant teaching strategies.
2. Conduct weekly grade level and department professional learning communities to share strategies, monitor data, and drive instruction.
3. Utilize MTSS framework to monitor early warning indicators and create early intervention plans.
4. School administration will conduct walkthroughs and provide targeted and actional feedback to teachers regarding CRT strategies.

Person Responsible Keila Victor (victork@pcsb.org)

#5. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	The expectation is to reach the Bronze recognition level by 2019-2020 school year. Our current level of performance is 0 modules in bronze, as evidenced in Healthy Schools Program.
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Measurable Outcome:	The percent of all students participating in Healthy Schools program will increase from 30% to 80% as measured by the Healthy Schools Program.
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Person responsible for monitoring outcome:	Keila Victor (victork@pcsb.org)
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Evidence-based Strategy:	Develop and Implement Healthy Schools Program Assessment Schools Program Assessment and Action Plan.
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Rationale for Evidence-based Strategy:	The rationale for selecting this strategy promotes students engaging in lifelong healthy habits.
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Action Steps to Implement

1. Complete Healthy Schools Program Assessment
2. Complete the SMART Snacks in School Documentation.
3. Develop and Implement Healthy school Program action plan.
4. Update Healthy Schools Program Assessment and Apply for Recognition.
5. Apply for Recognition

Person Responsible	Keila Victor (victork@pcsb.org)
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#6. Other specifically relating to Family and Community**Area of****Focus****Description and****Rationale:**

As a new magnet program fielding an influx of new families to the school each year, developing a solid foundation of support and building a connection between school and home is essential.

Measurable Outcome:

Increase opportunities for families to participate (virtually and in person) in school events by 50%. There were five school events for the 2019-2020 school year. We expect to have ten (virtually and in person) school events for the 2020-2021 school year. In addition, teachers will conference (virtually and/or in person) with families three times a year to authentically engage in data chats to promote highest student achievement.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Effectively communicate with families about their students' progress and school processes/practices.

Rationale for Evidence-based Strategy:

The rationale for selecting these strategies promote an equitable approach that allow all learners build relationships and establish a community of support.

Action Steps to Implement

1. Increase number of Arts performances, showcases and exhibits (virtually and in person).
2. Update website and social media presence weekly.
3. Calendar quarterly conferences and data chat opportunities for discussions.
4. Develop and implement activities to build respect and trust

Person Responsible

Keila Victor (victork@pcsb.org)

#7. Culture & Environment specifically relating to Equity & Diversity

Area of Focus	Our current level of students proficient in ELA is 44%. 16% of our black students are proficient in ELA. We expect our performance to be 60% by June 2021 through increasing the use of equitable practices (culturally relevant teaching and restorative practice).
Description and Rationale:	
Measurable Outcome:	The percent of Black students achieving ELA proficiency will increase from 16% to 60% proficiency, as measured by FSA.
Person responsible for monitoring outcome:	Keila Victor (victork@pcsb.org)
Evidence-based Strategy:	Provide professional development and coaching to entire staff on culturally relevant strategies to increase engagement and improve proficiency levels for black students. Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.
Rationale for Evidence-based Strategy:	If staff engages in ongoing professional development on culturally relevant strategies and Restorative Practices, more Black students will be engaged in learning which will have appositve impact on proficiency and in extended learning participation.
Action Steps to Implement	
1. Provide Professional Development on Equity Based Practices and Culturally Relevant Teaching Strategies. Admin will conduct walk-throughs and provide targeted actionable feedback to teachers. 2. Weekly grade level PLC's monitor and review data to make instructional decisions and implement interventions to use resources effectively. Admin will review PLC minutes and provide feedback. 3. Monitor early warning indicators and create early intervention plans. Monitoring of the plans and data collection will be utilized to adjust the plans.	
Person Responsible	Keila Victor (victork@pcsb.org)

#8. Other specifically relating to School Climate and Conditions for Learning

Area of Focus Description and Rationale:	On average, 3.1 office discipline referrals were written each instructional day during the 2019 - 2020 school year. Reduction of major incidents of misconduct aims to improve engagement in core content, improve the teaching and learning culture, and ultimately improve student academic performance.
Measurable Outcome:	Reduce instances of physical aggression as documented by office discipline referrals by 50% (from 202 referrals to 101) during the 2020 - 2021 school year.
Person responsible for monitoring outcome:	Casey Maker (makerc@pcsb.org)
Evidence-based Strategy:	Implement and monitor a Positive Behavioral Intervention and Support (PBIS) framework focusing on outlining clear and consistent expectations , systems of supports, and student rewards to promote a positive culture and climate school-wide.
Rationale for Evidence-based Strategy:	The rational for this strategy is to promote an equitable approach to addressing instructional gaps and provide all students with the least restrictive learning environment possible.

Action Steps to Implement

1. Re-Establish PBIS Implementation Team and monthly problem-solving meetings.
2. Refine PBIS framework to include effective practices for remote and distance learning.
3. Establish teacher leaders to clearly communicate PBIS framework to staff and initiate implementation.
4. Implement "Housing" systems to reinforce expectations and build positive relationships.

Person Responsible Casey Maker (makerc@pcsb.org)

#9. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	The percent of all students missing 10% or more of enrolled school days was 17% in 2019-2020.
Measurable Outcome:	The percent of all students missing 10% or more of enrolled school days will decrease from 17% to 10%, as measured by School Profiles and Focus Attendance Reports.
Person responsible for monitoring outcome:	Casey Maker (makerc@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis. 2. Strengthen the implementation of Tier 3 interventions to address and support the needs of individual students.
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps and provide each family with supports necessary to improve attendance.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Identify at risk students proactively involve families in PBIS and magnet events (virtually and in person) 2. Implement Monthly Attendance Incentives and Perfect attendance recognition 3. Review school-wide attendance weekly at CST and determine effectiveness of interventions 	
Person Responsible	Keila Victor (victork@pcsb.org)

#10. Other specifically relating to Cultural Arts Magnet Program

Area of Focus Description and Rationale: Increase the effectiveness and interest in magnet programming and along with the fidelity of implementation.

Measurable Outcome: Based on most current FSA ELA data, 14% of students enrolled in the Cultural Arts magnet program were proficient in English language arts as evidenced by the 2019 Spring FSA. We expect 60% of all students enrolled in the Cultural Arts program to be proficient in English language arts by June 2021.

Person responsible for monitoring outcome: Casey Maker (makerc@pcsb.org)

Evidence-based Strategy: Develop instructional staff into arts integration specialists and enhance their ability to integrate arts into English language arts and other content areas.

Rationale for Evidence-based Strategy: To promote an equitable approach to addressing instructional gaps leading to an increase in academic rigor and performance.

Action Steps to Implement

1. Provide classroom teachers and specialist teachers with collaborative planning opportunities across grade level and content areas.
2. Provide sustained professional development on implementation of arts integration for all instructional staff throughout the school year. Beginning June 2020.
3. Arts Integration leaders will push into classrooms and model and support arts integration.
4. Participate in lesson study protocols focused on arts integration.

Person Responsible: Keila Victor (victork@pcsb.org)

#11. Other specifically relating to Gifted Education Magnet Program

Area of Focus Description and Rationale:	To increase the effectiveness of magnet programs and enhance gifted education school-wide.
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Measurable Outcome:	Increase the percentage of gifted students scoring at achievement level 4 or 5 on FSA ELA from 61% to 70% as measured by the 2021 Spring FSA.
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Person responsible for monitoring outcome:	Casey Maker (makerc@pcsb.org)
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Evidence-based Strategy:	Strengthen staff practice to utilize questions to reach various dimensions of depth and complexity and help students elaborate on content.
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Rationale for Evidence-based Strategy:	To promote an equitable approach to providing high quality instruction and enrichment that meets the individual needs of all students.
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Action Steps to Implement

1. Plan for tiered learning to utilize questions with varying "Depth of Knowledge"
2. Teachers attend professional development on "differentiation for gifted learners"
3. Cluster group gifted and talented students so that the process of differentiating questions for elaboration occurs easily and frequently.
4. All instructional staff members are to obtain the gifted micro-credential and the gifted endorsement to better be able to utilize questions to help students elaborate on content
5. Provide gifted teachers with collaborative planning opportunities across grade levels and content areas.

Person Responsible	Keila Victor (victork@pcsb.org)
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Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Transition from brick and mortar to online learning in the spring of 2020 taught many lessons around technology in the hands of students and as a teaching method. Two actions have resulted from the lessons. All students in grades 4 and 5 will receive a laptop to use between home and school for instruction and demonstration of knowledge of learning targets. Students will need to be provided with lessons on technology citizenship by the Library Media Technology teacher and classroom teachers. In addition, Canvas, a learning management system has been adopted to provide support for both teachers and students. Required training will be provided to teachers to understand the workings of this system, and for students to access content and resources.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Midtown Academy has effectively established a family/school partnerships that supports student achievement & school improvement. Midtown staff is dedicated to meeting the educational needs of all children and we believe that involvement and assistance from community partnerships completes the vision we have of attaining high student achievement. We recognize and promote student success in the area (s) of academics, attendance and/or behavior. Midtown continuously pursues innovative ways to authentically engage all stakeholders in a virtual platform to attain highest student achievement. The classroom partnerships secured, through our Family & Community Liaison, are derived from reaching out to the surrounding community. These partnerships run throughout the initial year with continued communication that allows us the possibility to sustain the relationship.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2381 - Midtown Academy			\$500.00
Notes: Professional Development and TDE's to support ELA Goals						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2381 - Midtown Academy	School Improvement Funds		\$500.00
Notes: Professional Development- TDE's						
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
5	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
6	III.A.	Areas of Focus: Other: Family and Community				\$0.00

7	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
8	III.A.	Areas of Focus: Other: School Climate and Conditions for Learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2381 - Midtown Academy			\$500.00
			Notes: Incentives for students (Academic, Attendance, Citizenship)			
9	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
10	III.A.	Areas of Focus: Other: Cultural Arts Magnet Program				\$0.00
11	III.A.	Areas of Focus: Other: Gifted Education Magnet Program				\$0.00
Total:						\$1,500.00