Midtown Academy School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Midtown Academy

1701 10TH ST S, St Petersburg, FL 33705

https://www.pcsb.org/midtown

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Victor, Keila	Principal	Lead teachers and students, set goals and ensure students meet their learning objectives. Oversees the school's day to day operations means handling discipline matters, managing a budget and hiring teachers and other personnel.
Mills, Carlisa	Assistant Principal	Lead teachers and students, set goals and ensure students meet their learning objectives. Oversees the school's day to day operations means handling discipline matters, managing a budget and hiring teachers and other personnel.
Anne, Skinner	Behavior Specialist	Provides continuous support to the overall educational environment by utilizing effective behavioral strategies to address student behaviors. Provide ongoing behavior intervention strategies for all students in all aspects of the educational environment (assisting within the classrooms, hall ways, gymnasium, and extracurricular activities, including student arrival and dismissal). The Behavior Specialist will also work directly with administrators to provide outlets and avenues for students to communicate with staff in the building, to empower students and develop skills in leadership and building healthy relationships.

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

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

All stakeholders were invited to a TEAMS meeting to give input for the School Improvement Plan for the 23-24 school year. The input is used to help drive the plan.

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

The school improvement plan is a live document. We will continuously monitor the progress of scholars through data chats using progress monitoring data. We will make necessary adjustments to improve the academic progress of scholars.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: C 2018-19: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems	

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	4	9	14	10	13	0	0	0	58
One or more suspensions	0	0	1	1	3	3	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	5	20	12	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	5	17	12	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	12	8	17	17	0	0	0	60

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	15	10	10	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	14	12	12	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	4	9	15	10	10	0	0	0	51

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	8	5	3	14	0	0	0	40

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	15	10	10	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	14	12	12	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	4	9	15	10	10	0	0	0	51

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	12	8	17	17	0	0	0	61

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64	54	53	65	55	56	63		
ELA Learning Gains				73			38		
ELA Lowest 25th Percentile				50			0		
Math Achievement*	65	61	59	67	51	50	60		
Math Learning Gains				73			58		
Math Lowest 25th Percentile				44			13		
Science Achievement*	73	62	54	68	62	59	61		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress		64	59						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	1	1
ELL				
AMI				
ASN				
BLK	27	Yes	3	1
HSP	75			
MUL	75			
PAC				
WHT	90			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL				
AMI				
ASN				
BLK	36	Yes	2	
HSP	97			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	82			
PAC				
WHT	88			
FRL	44			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			65			73					
SWD	20			20							3	
ELL												
AMI												
ASN												
BLK	24			32			33				4	
HSP	75			75							2	
MUL	75			75							2	
PAC												
WHT	89			85			100				4	
FRL	43			43			39				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	65	73	50	67	73	44	68					
SWD	24	53	50	30	67		45					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	27	42	43	32	41	36	32					
HSP	93			100								
MUL	79	80		79	90							
PAC												
WHT	86	90		86	88		88					
FRL	39	51	48	41	49	38	41					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	63	38	0	60	58	13	61					
SWD	20			38								
ELL												
AMI												
ASN												
BLK	23	8	0	21	26	8	22					
HSP	82			88								
MUL	90			80								
PAC												
WHT	92	60		86	76		85					
FRL	37	21	0	33	36	9	39					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	57%	13%	54%	16%
04	2023 - Spring	67%	58%	9%	58%	9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	53%	6%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	62%	2%	59%	5%
04	2023 - Spring	69%	66%	3%	61%	8%
05	2023 - Spring	71%	61%	10%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	60%	14%	51%	23%

III. Planning for Improvement

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

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

Fifth grade students led the school in proficiency in both reading and mathematics. Third grade ELA Proficiency was the lowest among tested grade levels in any content area.

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

ELA remained the same from the 2021-2022 school year to the 2022-2023 school year. The other data components increased. The factors that contributed to the stagnant data in ELA includes the lack of consistent rigor in small group instruction, attendance rates and extended learning attendance.

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.

Midtown's science data had the greatest gap when compared to the state average. The state average was 51% proficient in science. Midtown's science score was 74%. There was a heavier focus on Science during the 22-23 school year. Students participated in trivia during morning announcements, during lunch and students participated in science Extended Learning opportunities.

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

The data component that showed the greatest improvement science. We increased from 68% proficiency to 74% proficiency. A heavy schoolwide emphasis was placed on science, along with increased emphasis placed on vocabulary.

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

Early Warning Data indicates a few areas of concern. The first resides in grade 3 students. Six students were retained in 3rd grade for the 2022-2023 school year. In addition, the majority of the students who scored level 1 in ELA and Math were in 3rd grade. This subgroup also had more suspensions and less than 90% attendance rate. Identifying these students is critical in problem solving and early intervention.

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

1. Learning gains (Proficiency)
2. Schoolwide ELA Teaching and Learning
3. Third grade ELA and Math Teaching and Learning
4. Schoolwide Positive Behavior Interventions and Supports
5. Attendance and Family Engagement.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

Standards-based data collected from the 2022-2023 school year still shows greater than 30 percent of students performing below grade level in ELA, and Math with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided consistent opportunities to engage in standards-aligned tasks, and teachers were limited in implementing effective teaching methods to support learning for all students.

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

Proficiency in Science will increase 6% (from 74% to 80%), as measured by state-wide assessments.

Proficiency in English Language Arts will increase 10% (from 65% to 75%), as measured by state-wide assessments.

Proficiency in Mathematics will increase 7% (from 68% to 75%), as measured by state-wide assessments.

Black student proficiency in ELA will increase 50% (from 25% to 75%) as measured by state-wide assessments.

Black student proficiency in mathematics will increase 45% (from 30% to 75%) as measured by state-wide assessments.

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs providing feedback to instruction directly related to standards aligned instruction and school improvement plan strategies.

Person responsible for monitoring outcome:

Carlisa Mills (millsc@pcsb.org)

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

Continue to gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving student outcomes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To improve instruction and student outcomes through deep understanding of content standards and related depth of knowledge.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure teachers have a clear understanding of the B.E.S.T. ELA Standards.

Implement a plan for identifying students not meeting benchmarks including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including gradual release of responsibility of model of instruction.

Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem-solving activities, and/or collaborative study groups.

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

By When: Ongoing

Ensure instructional supports are in place for all students during core math instruction and intervention, based on data, including supports for students with exceptional needs, as well as extensions/more advanced tasks for students above benchmark.

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Collaborative structures, High-quality feedback and opportunities to use that feedback).

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

By When: Ongoing

During collaborative planning, ensure grades 1-5 have a deep understanding of the science curriculum, correlation to FSASS, materials management, and pacing/scheduling.

Provide all students ongoing opportunities to engage in real world connections using a hands on approach.

Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning.

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

By When: Ongoing

During collaborative planning, ensure grades 1-5 have a deep understanding of the science curriculum, correlation to NGSSS, materials management, and pacing/scheduling.

Provide all students ongoing opportunities to engage in real world connections using a hands on approach.

Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning.

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

By When: Ongoing

#2. ESSA Subgroup specifically relating to Black/African-American

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

Based on most current state assessments, 65% of all students were proficient in English Language Arts. 25% of all black students were proficient based on the same assessment.
We expect the performance of black students to increase to 75% proficient by May 2024.

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

Black student proficiency in mathematics will increase 45% (from 30% to 75%) as measured by state-wide assessments.

Black student proficiency in English Language will increase 50% (from 25% to 75%) as measured by state-wide assessments.

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

The area of focus school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs providing feedback to instruction directly related to standards aligned instruction and school improvement strategies.

Person responsible for monitoring outcome:

Keila Victor (victork@pcsb.org)

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

We will celebrate students' growth with regards to goal setting, successful use of high-yield strategies, academic progress resulting from their efforts, and continuous academic growth.
Support productive struggle in learning with opportunities and supports to engage in productive struggle as they grapple with core content.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The interventions will be used to improve student outcomes through purposeful goal setting, monitoring of learning, providing authentic feedback, and celebrating success.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, as well as extensions/more advanced tasks for students above benchmark.

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

By When: Ongoing

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

The area of focus aims to improve student outcomes through differentiated professional development and on-going collaboration and instructional coaching.

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

Proficiency in Science will increase 6% (from 74% to 80%), as measured by state-wide assessments.

Proficiency in English Language Arts will increase 5% (from 65% to 70%), as measured by state-wide assessments.

Proficiency in Mathematics will increase 7% (from 68% to 75%), as measured by state-wide assessments.

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will collaborate their efforts and conduct weekly instructional walkthroughs providing feedback on instruction directly related to standards aligned instruction and school improvement strategies.

Person responsible for monitoring outcome:

Keila Victor (victork@pcsb.org)

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

Plan and implement systems to monitor for learning and provide feedback using deliberate methods to determine progression towards standards mastery.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To improve instruction and student outcomes through use of effective formative assessment and development of academically rigorous tasks.

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

Tier 1 - Strong Evidence

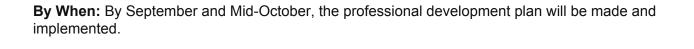### Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create and implement a fall and spring semester professional development plan outlining the focus of monthly professional development and the weekly professional learning communities.

Person Responsible: Carlisa Mills (millsc@pcsb.org)

By When: By September and Mid-October, the professional development plan will be made and implemented.

#4. Positive Culture and Environment specifically relating to Other

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

At the end of the 2022/23 school year, our risk ratio for Black/ African American students for office discipline referrals (ODR) was 3.24 as measured by the School Profiles Behavior Dashboard. The disproportion is occurring because there is a cultural mismatch between students and staff.

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

At the end of the 2023/24 school year, our risk ratio for Black/ African American students receiving an office discipline referral (3.24) will be reduced to 2.0 or below as measured by the School Profiles Behavior Dashboard.

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based leadership team meeting agenda rotation. Behavior data will be pulled and discussed monthly during PLC data chats with grade levels. School leaders will conduct weekly instructional walkthroughs providing feedback to instruction directly related to PBIS interventions and supports. Office discipline referrals, behavior calls, and action step implementation will be monitored evaluate progress toward our goal.

Person responsible for monitoring outcome:

[no one identified]

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

PBIS is an ongoing commitment to supporting students, educators, and families through systems change. When you implement PBIS well especially with culturally responsive elements, students experience improved behavioral, social, emotional, and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

PBIS principles align with those of safe and successful schools, making it an intervention of choice in federal legislation. The PBIS Cultural Responsiveness 5-Point Intervention indicates that if culturally responsive elements are embedded into the PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students thereby enhancing equity in student outcomes.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and committee members will develop and implement a cohesive plan for implementing the updated PBIS system, restorative circles, morning meetings, calm down areas, and zones of regulation.

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

By When: Ongoing

The PBIS Team will develop beginning of the year lesson plans for teaching expectations to include examples and nonexamples. These behavioral curriculum lesson plans will teach common area expectations from the behavior matrix that use a variety of teaching strategies. The lesson plans will teach students school wide expectations - what those expectations look like, sound like, and feel like. They will be posted in all common areas around campus to serve as reminders.

Person Responsible: Skinner Anne (skinneran@pcsb.org)

By When: Ongoing

Teachers and Staff Developing a comprehensive understanding of PBIS Systems. Train staff on new and established PBIS Systems including Class Dojo, Zones of Regulations, Calm Down Areas, etc.
- Calendar Pre-School PBIS Agenda
- Create Pre-School PBIS Agenda
- Calendar Pre-School PBIS PLC

Person Responsible: Skinner Anne (skinneran@pcsb.org)

By When: Ongoing

All classroom teachers will conduct daily morning meetings/community building circles or class meetings to establish a "culture of care" to focus on positive relationships, interactions, sharing class responsibility, growing empathy, establishing use of "I" statements to express feelings, demonstrating and practicing active listening and use of affective language. Staff will utilize an inquiry stance to collect data on the state of relationships in their classrooms and identify small changes that can be made with individual students to increase trust and positive interactions.

Person Responsible: Skinner Anne (skinneran@pcsb.org)

By When: Ongoing

Classroom management plans aligned to Tier I Expectations. Staff will edit their Classroom Management Plans so that they align CARES and embed into plan. Administration will provide some examples of some Classroom Management Plans with staff during preschool.

Person Responsible: Skinner Anne (skinneran@pcsb.org)

By When: Ongoing

Connecting with families and stakeholders related to PBIS and Tier I Expectations. Communicate Tier I expectations and incentives/reinforcers with families and community stakeholders.
- Post Tier I Expectation's (CARES) along fence in carline.
- Add Tier I Expectations to electronic marquee
- Add CARES and to SAC and PTA Agenda
- Add Tier 1 Expectations and post PBIS Event dates to the school website

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

By When: Ongoing

Monitor classroom instruction and provide individualized feedback and support related to culturally responsive teaching each week.

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

By When: Ongoing

#5. Instructional Practice specifically relating to Differentiation

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

The area of focus aims to improve all student outcomes through effective cluster grouping and differentiated instruction.

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

Percentage of gifted students scoring above proficiency (level 4 or 5) in ELA will increase from 73% to 80, as measured by state-wide assessments.
Percentage of non-gifted students scoring proficient in ELA will increase from 20% to 30%, as measured by state-wide assessments.

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs providing
feedback to instruction directly related to differentiated instruction and school improvement strategies.

Person responsible for monitoring outcome:

Keila Victor (victork@pcsb.org)

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

Plan and deliver lessons that meet the needs of all learners to include our gifted & talented program as well as our Center for Literacy Innovation learners by differentiating regularly.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To incorporate an equitable and effective approach to providing high quality instruction and enrichment that
meets the individual needs of all students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide monthly, on-going, professional development sessions for gifted education teachers that focus on depth & complexity, curriculum compacting, and high-yield questioning strategies to support differentiation.

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

By When: Ongoing

When questioning gifted students, start with "the most difficult" questions first and other high-yield questioning strategies.

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

By When: Ongoing

Differentiate for all learners in all programs by moving beyond just adapting content, product and process to include thinking skill. Monitor academic growth and evidence-based instructional programs like Lindamood-Bell to plan for scaffolded support or enrichment as needed.

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

By When: Ongoing

Teachers and administrators collaborate to ensure purposeful peer feedback and develop understanding in PLC's to support the Florida B.E.S.T Standards and promote strong alignment between standard, target and task to include differentiation strategies.

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

By When: Ongoing

Teachers will utilize pre-assessment data to plan and deliver lessons that meet the needs of all learners by differentiating regularly.

Person Responsible: Skinner Anne (skinneran@pcsb.org)

By When: Ongoing

#6. Instructional Practice specifically relating to Small Group Instruction

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

The Center for Literacy Innovation (CLI) program aims to provide students with deficiencies in English language Arts with intensive and prescriptive instruction to systematically improve reading ability.

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

Proficiency in ELA within the Center for Literacy Innovation will increase 67% (from 8% to 75%), as measured by state-wide assessments.

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs providing feedback to instruction directly related to differentiated instruction and school improvement strategies.

Person responsible for monitoring outcome:

[no one identified]

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

Implement with fidelity, skill-based small group instruction using Lindamood Bell evidence-based instructional programs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The purpose of the strategy is to incorporate an equitable and effective approach to providing high quality and intensive instruction that meets the individual needs of all students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All CLI teachers will participate in on-going professional development and collaborative planning alongside instructional staff developers to support effective literacy instruction.

Person Responsible: Carlisa Mills (millsc@pcsb.org)

By When: Ongoing

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of instructional services.

Person Responsible: Carlisa Mills (millsc@pcsb.org)

By When: Ongoing

CLI teachers will participate in regular virtual coaching cycles with Lindamood Bell (LMB) instructional coaches and receive authentic feedback.

Person Responsible: Carlisa Mills (millsc@pcsb.org)

By When: Ongoing

Provide all students with consistent opportunities to engage in complex, grade-level content in small groups aligned to the rigor of the standard benchmark.

Person Responsible: Carlisa Mills (millsc@pcsb.org)

By When: Ongoing

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

Leadership Team have analyzed the state data to determine the best way to allocate school improvement funding and Title I funding in an effort to build capacity and close learning gaps. We will continue to monitor progress towards these goals in grade level PLCs dedicated to each subject area and through monthly school-based leadership team meetings to monitor Tiered data. SAC will also review these funds and provide input. Progress monitoring will be ongoing.

Title I Requirements

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

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

The School Improvement Plan(SIP) will be shared on the school website -https://www.pcsb.org/midtown. In addition, the SIP will be shared to parents in a language they can understand during SAC meetings and Open House.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The principal will share information to stakeholders during SAC meetings and academic nights. Midtown will have Schoolwide Enrichment Model Cluster Nights and Data Chats addressing topics to address the

specific work of the school to increase student achievement. This will educate families to assist in the intentional work being done at the school level so they can implement specific skills and strategies at home.

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

Plans to strengthen the academic program in the school includes continuous monitoring of fidelity of interventions and strategies outlined in the SIP. The process used throughout all steps of an evidence-based decision-making cycle (i.e., identifying needs, selecting relevant evidence-based interventions, planning for implementation, implementation, and examining and reflecting on interventions for school improvement . The school will maximize the use of instructional time through intentional planning, small group instruction, differentiated instruction and monitoring with feedback. Extended Learning (Promise Time) opportunities will be maximized to the fullest potential to extend the learning day through enrichment, remediation and accelerated learning.

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

N/A