

Midtown Academy



2017-18 Schoolwide Improvement Plan

Midtown Academy

1701 10TH ST S, St Petersburg, FL 33705

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Combination School KG-8 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2016-17 |
|-------|---------|
| Grade | F |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Midtown Academy

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Midtown Academy will make an effort to provide staff with opportunities to learn about our students' cultures. We will do this by providing ongoing onsite and offsite professional development opportunities. All staff participated in the Culturally Responsive Classroom training provided by the district over the Summer. Facilitator Hillary Van Dyke, who is the district Senior Professional Development Coordinator for Equity, will continue to work with the staff throughout the school year in providing strategies and interventions for Midtown Academy teachers to use to continue to make their classrooms culturally responsive.

Ms. Van Dyke will also look to train 2 to 3 Midtown Academy staff members on using school-based culturally diverse strategies, thereby providing an opportunity for staff to receive ongoing, onsite training.

Midtown Academy staff will also be provided with a calendar of community events, some of which staff already participate in. These calendars will be provided by the Midtown Academy Community Liaison. The Liaison will collect community calendars from such places as the James Weldon Johnson Branch Library and the Enoch Davis Center.

In order to increase opportunities for teachers to create meaningful relationships with students, Midtown Academy will provide professional development training for the "STOIC strategy". The STOIC Strategy focuses on providing teachers with tools which have an impact on building relationships and creating a successful learning environment in the classroom. The STOIC philosophy assists in establishing effective classroom structures, expectations, monitoring procedures, positive interactions, and correcting misbehavior fluently. Using this philosophy with fidelity creates multiple opportunities for establishing and cultivating relationships.

The Midtown Academy MTSS Team will create a timeline for STOIC Walkthroughs. These walkthroughs will help determine the effectiveness and fidelity of the STOIC process in each teacher's classroom.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Midtown Academy will provide PBS strategies which create a safe and respectable learning environment for students before, during, and after school. These strategies will be created under the Midtown Academy Guidelines for Success which is, The STRIDE Scholar Motto. The STRIDE Scholar Motto is as follows:

At Midtown Academy scholars are always making strides toward success. A STRIDE Scholar:

SAFELY seeks success!
TRIES to do their best!
RESPECTS everyone!
INSPIRES others!
DESIRES peaceful resolutions!
ENGAGES in learning!

These Guidelines for Success will help to lay the foundation for safe and secure practices throughout the school. This includes practices which ensure safety and security through constant supervision in areas such as school hallways and common areas. Common Area expectations will initially be taught in the classrooms by teachers. These expectations will be revisited frequently during the student lead morning news program.

Staff will be assigned to supervise common areas before and after school. Staff assigned to these areas will be administrators, teachers, student services personnel, the campus monitor, and others staff who have a role in working with students on a daily basis.

School-wide expectations reminding students how to remain safe and assist in keeping our campus secure will be posted in the common areas and other places around the school which are found to be high traffic areas. Midtown Academy will provide ongoing reminders and positive recognition to assist in creating opportunities for these processes to be put in place with fidelity.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Midtown Academy has developed a school-wide behavior plan which students being successful learners while also learning how to resolve challenges and conflicts. This system was developed through philosophies and structures found within PBS, beginning with the Guidelines for Success (GFS). Midtown Academy's GFS is called the STRIDE Scholar Motto which states the following:

At Midtown Academy scholars are always making strides toward success. A STRIDE Scholar:
Safely seeks success!
Tries to do their best!
Respects everyone!
Inspires others!
Desires peaceful resolutions!
Engages in learning!

The STRIDE Scholar Motto will be the umbrella under which we develop common area rules, classroom rules, and criteria for PBS celebrations. Students will also be recognized with Scholar Dollars when they make choices which reflect the STRIDE Scholar Motto. Scholar Dollars will be able to be submitted for prizes or for entry in PBS celebrations.

Teachers will receive ongoing training on STOIC strategies so they may correct behavior but do so in

a manner which gives students an opportunity to use Mindfulness and problem solving strategies.

Each teacher will submit the behavior management plan used in their classrooms for classroom management. These plans will be structured so as to support the STRIDE Motto and PBS structures and expectations. Teachers will also be supplied with a structure to help them determine WHEN to write a referral and the consequences/processes students susceptible to once they do. The documentation for this process includes:

Referral Flow Chart
Behavior Level Menu
Discipline Matrix of Consequences

d. 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.

Midtown Academy will meet the social-emotional needs of our students through a variety of methods and services. Counseling needs will be met through our guidance counselor, social worker, and psychologist. Students may be referred by to these services by a parent or teacher through the process provided by the Midtown Student Services team.

Midtown Academy also has onsite services which are provided by Suncoast Counseling Center. Additional resources for supplemental or intensive needs are put in place by the social workers and guidance counselors.

Students will be taught mindfulness as an alternative to counseling. Mindfulness addresses the social-emotional learning (SEL) needs of students by helping students develop core life skills that they will have for the rest of their lives. The five areas of SEL are 1) self-awareness, 2) self-management, 3) social awareness, 4) relationship skills, and 5) responsible decision-making. Students at Midtown Academy will be taught Mindfulness skills to develop a healthy social and emotional life. This will assist in helping them functioning members of society.

Mindfulness will be presented as a Tier 1 strategy which is facilitated by teachers as part of the Midtown Academy Morning Meeting routines. The Student Services Team has taken the Mindfulness training and will provide these strategies as part of Tier 2 groups. The Midtown Academy MTSS facilitator is also a Mindfulness Coach, and will present Mindfulness strategies as part of our intensive Tier 2 and Tier 3 services.

The effectiveness of strategies put in place for SEL students will be measured through progress monitoring systems which address proficiencies and deficiencies in their attendance, academics, and behavior.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Midtown Academy has developed a system of supports which is embedded with indicators which alert the progress monitors when there is a potential problem or issue in the areas of attendance, academics, or behavior. Midtown Academy has set the following goals for these areas:

Midtown Academy will decrease the number of students who have 10% or more absences by 5%.
Midtown Academy will decrease the number of students receiving 1 or more suspensions by 10%.

Midtown Academy will meet its attendance goal by implementing and monitoring a system of supports which are initiated when students fall in a pre-determined range or area. Attendance data and attendance codes will be analyzed and monitored for troubling trends by the Midtown CST. The CST will meet the 1st and 3rd Thursday of every month.

The CST will initiate attendance supports once a student is found to have 3 absences. The supports and interventions for this process include Teacher/Administrator phone calls, Attendance Warning Letters, parent conferences, Check-In/Check-Out, and peer mentoring. Midtown Academy will provide proactive measures to counter student absences. This includes The Perfect Attendance Award given out during academic ceremonies, as well as opportunity to participate in fun celebrations which uses attendance as part of the participation criteria.

In addition to the ongoing monitoring by the CST, the Midtown Academy CST will meet quarterly with the SBLT quarterly in order to complete a PSW for attendance and use data to determine the most common reasons/barriers that our students miss school.

Midtown Academy will meet its suspension goal by being proactive and supportive by implementing MTSS and PBIS interventions. The number of referrals a student has will determine whether they need Tier 1, Tier 2, or Tier 3 interventions. Interventions put in place for students with behavior challenges will provide these students with daily, weekly, or monthly recognition and rewards for making positive choices or displaying positive behavior. The following are examples of interventions found within the three Tiers used at Midtown Academy:

Tier 1 – School-Wide Interventions

STRIDE Scholar of the Week
Scholar Dollar Celebrations
180 Student of the Month

Tier 2 – Group Interventions

Check-in/Check-Out
Mindfulness Group
5000 Role-Models
Girlfriends

Tier 3 – Individual Interventions

PBIP
Behavior Contract
Mentor

Midtown Academy is taking a proactive approach to offset the number of students receiving a failing quarterly grades in ELA or Math, as well as those who the number of students failing district, state, or federal assessments. A variety of assessments will be used to measure student needs, gains, and growth. These methods include but are not limited to Bi-weekly assessments, district common assessments, and district-generated quarterly progress-monitoring assessments. Intervention data and scales will be monitored with fidelity to measure student progress toward meeting and maintaining district, state, and federal expectations.

Using the previously mentioned processes and systems to monitor student gains and growth with fidelity will allow the Midtown Academy MTSS Team and SBLT to problem solve and determine whether the next step should be student interventions or instructional professional development for teachers.

b. Provide the following data related to the school's early warning system

1. 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 | | |
| Attendance below 90 percent | 7 | 10 | 11 | 5 | 5 | 5 | 14 | 8 | 6 | 0 | 0 | 0 | 0 | 71 | |
| One or more suspensions | 0 | 1 | 1 | 0 | 4 | 2 | 4 | 9 | 9 | 0 | 0 | 0 | 0 | 30 | |
| Course failure in ELA or Math | 0 | 7 | 6 | 1 | 1 | 15 | 28 | 19 | 6 | 0 | 0 | 0 | 0 | 83 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 29 | 20 | 23 | 30 | 21 | 17 | 0 | 0 | 0 | 0 | 140 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|----|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 2 | 4 | 2 | 2 | 6 | 9 | 27 | 23 | 13 | 0 | 0 | 0 | 0 | 88 | |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Midtown Academy staff have been provided with professional development opportunities for researched based interventions that have proven to have a positive impact on the gains and growth of students in low performing schools. Some of these interventions include iStation, iReady Math, iReady Reading, and Eureka Math. The Midtown Academy MTSS Team will monitor these interventions for effectiveness.

Midtown Academy has also been given autonomy to provide additional instructional minutes during our ELA and Math blocks in order to provide our students with additional instruction. The effectiveness of these researched-based interventions will be monitored with fidelity.

The Midtown Academy SBLT will have data based discussions around all of these strategies and interventions in order to determine their effectiveness and efficiency.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Realizing the importance of establishing and maintaining community partnerships and staying involved with community stakeholders, Midtown Academy has made an effort to create and retain partnerships through the surrounding community. Existing partnerships include those which have been established with USFSP, McDonald's, and SPC. Midtown Academy has also stated the beginning process of establishing a partnerships with organizations such as All Children's Hospital, Kidz World Daycare, Down Town Locker Room (DTLR) and PrintWorks.

Midtown Academy also looks to involve community stakeholders in processes such as SAC and PTO. Midtown Academy looks to continue to build community partnerships through the efforts of a newly hired community liaison, staff on the Student Service Resource Team, and an outgoing and ambitious leadership team.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|---------------------------|---------------------|
| Slaughter, Portia | Principal |
| Lane, Edward | Assistant Principal |
| Clarkson, Dominique | Other |
| Ray, Marisa | Instructional Coach |
| Richards-Betts, Gwendetta | Instructional Coach |
| Martin, Patricia | Teacher, K-12 |
| Reynolds, Marion | Teacher, K-12 |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Midtown Academy School Based Leadership Team (SBLT) is comprised of administrators, academic coaches, resource staff, and teachers. This team meets on the 1st and 3rd Tuesday of each month to have data-based discussions about school-wide structures and processes. The SBLT uses the problem solving process to put next steps in place to maintain structures and processes that are having a positive impact on student growth and gains, and to reinforce or replace systems and structures which are not.

The midtown Academy SBLT serve as instructional leaders by modeling and monitoring instructional practices which are put in place to assist our students. Shared decision making takes place through the data-based discussions that take place with the SBLT, or when information is disseminated and discussed with the Midtown Academy staff.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Midtown Academy MTSS Team has set up a system to implement and monitor interventions which are put in place to assist in student growth and gains. The Intervention Managers who are in charge of each process are responsible for providing data reports for the MTSS Team and the SBLT. These Intervention Managers are also responsible for maintaining the charts in the Midtown Data Zone, which is the Midtown data room. Charts in the Data Zone are posted, monitored, and maintained. The areas where data is collected and the Intervention Managers who manage them are posted below.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Portia Slaughter | Principal |
| Arthurene Williams | Business/Community |
| Grant McMillian | Business/Community |
| Dominique Clarkson | Parent |
| Ekresha Thompson | Education Support Employee |
| Khristin Henderson | Teacher |
| Gwen Anderson | Business/Community |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Members of SAC will meet and determine the effectiveness and success of Midtown Academy's School Improvement Plan from the 2016 - 2017 school year. This will be done through data based discussion and courageous dialogue.

b. Development of this school improvement plan

The Midtown Academy SAC will meet with the SBLT and have data-based dialogue regarding the current School Improvement Plan. Ongoing discussion will take place in order to use input from SAC for the mid-year and final version of the SIP.

c. Preparation of the school's annual budget and plan

In order to determine how SIP funds should be used for the 2017 – 2018 school year, the Midtown Academy SAC will review data from the 2016 – 2017 and determine the needs for the school. These needs will be prioritized as determined by the which area/process will have the biggest impact on student success.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds were used to support the schools overall goals of improvement in reading, math, science, behavior and attendance. Supports were provided for instructional materials, behavior

materials/celebrations, and professional development opportunities.

There was an estimated \$1600 in late year's budget.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-------------------|---------------------|
| Ray, Marisa | Instructional Coach |
| Slaughter, Portia | Principal |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team will be lead by the Midtown Academy reading academic coach. The LLT will be comprised of teachers and will have participation by both administrators.

Literacy Week
Reading challenges

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The monthly meeting calendar establishes opportunities for collaboration through PLC's, collaborative planning, grade level meetings, and faculty meetings that are designed for professional development and collaboration. Staff reviews bi-weekly assessment data with content coaches during their content PLC. Grade levels will review student data after Bi-weekly and MAP assessements to address adjustments that will be made for Tier 1, or core instruction. The SBLT will also develop a schedule to allow for cross-curricular and multi-grade level discussion and collaboration.

Midtown Academy will also recognize/reward teachers with Scholar Dollars for random acts and actions that are beneficial for our students, staff and community. Teachers will be able to use these Scholar Dollars to purchase things like gift cards, Midtown paraphernalia, guest speakers, classroom rewards, and more!

Midtown Academy will also host a monthly team building activity. These activities will be held on AND offsite.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Midtown Academy will recruit instructional staff who are passionate about educating students in a low performing school and interested in helping them to develop skills and become successful learners. Offsite and onsite professional development opportunities have been put in place to either develop or maintain highly effective educators. Midtown Academy teachers will also be offered an monetary incentive through a district supported recruitment and retention bonus.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers at Midtown Academy will be paired with teachers who have experience in the classroom and in turnaround schools. Teachers will also have collaborative meetings with other teachers in the Transformation Zone who share like experiences.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

. Teachers will use a variety of methods to measure student growth. Bi-weekly assessments, district common assessments, district-generated quarterly progress-monitoring assessments, intervention data and scales are assessment tools used to measure student growth in meeting state standards. Review of data from the various assessment instruments is reviewed in an ongoing manner. Student learning and growth informs instruction related to the need for enrichment, intervention and/or remediation.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student progress is monitored by SBLT. We review student data from through various data sources. These include a bi-weekly assessment in grades k-5 which assesses ELA, Math and Science, School Profiles Data for attendance, behavior, and all other Early Warning Indicators. SBLT reviews school-wide progress and processes to track the effectiveness of school-based supports. With the elementary PLC meetings, class progress is discussed as well as the identity of supports that need to be put in place. During MTSS, specific students are discussed if struggling within the classroom structure. The middle school staff meets weekly to discuss students who have been targeted for academic and/or social-emotional issues. After cycle assessments, the middle school staff meets to identify and target grade level supports for student progress. Data meetings are held to review bi-weekly, quarterly and cycle data. All teachers with the support of content coaches determine additional supports based on student needs as determined by a review of the data. Additional supports can be provided through the Extended Learning Program and provided by tutors. The School Based Leadership Team meets with grade level and department teams to review the data and move forward with additional supports needed to improve student

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Midtown Academy will be allotted an additional 60 minutes for our instructional day.

Strategy Rationale

The additional 60 minutes will provide increased time for students to receive instruction to increase their grade level expectations and efficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Slaughter, Portia , slaughterp@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Multiple data processes will be put in place to track student growth and gains as it relates to quarterly grades, district assessments, and statewide assessments. This data will be monitored and used to determine next steps weekly, bi-weekly, or monthly, as determined by the process being monitored.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Midtown Academy has multiple strategies in place to assist students in transitioning from one grade level to the other. One strategies Midtown has in place is using consistency with school-wide classroom management processes. Grades K - 2 uses colors within a Clip-Up Clip-Down system to reflect what kind of day a student had in their classroom behaviorally. Grades 4 - 6 use Classroom Dojo, which is an electronic classroom management system that tracks students progress throughout the day. Classroom Dojo also provides multiple ways for parents to communicate with teachers throughout the day about the positives and challenges occurring with their children.

Midtown Academy has plans for ceremonies to occur for students transitioning from 5th to 6th grade, and from 8th to 9th grade.

b. College and Career Readiness

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

Midtown Academy has established a partnership with USFSP and SPC. Both educational institutions have agreed to work with Midtown Academy in providing ways to connect our students to higher education activities and opportunities.

Midtown Academy is also developing a relationship with Gibbs High School. This is due to the existence of the business magnet in both schools. Gibbs High School has agreed to include Midtown

Academy in some of its onsite processes involving Florida A & M University and other higher learning institutions.

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

Students at Midtown Academy will be challenged to earn industry certification in Microsoft Office Suite and Computer Literacy. There is currently a plan in place to pursue other industry certification opportunities as well.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.**
- G2.** 80% of students at Midtown will meet or exceed the district goal of proficient or advanced for the 17/18 as measured by the Civics EOC exam.
- G3.** Students at Midtown Academy will meet or exceed the Transformation Zone target of 50% proficient or advanced in reading for the 17/18 as measured by FSA.
- G4.** Students at Midtown Academy will meet or exceed the Transformation Zone target of 50% proficient or advanced in math as measured by FSA
- G5.** All students will meet or exceed the Transformation Zone target of 50% proficient or advanced in science in the 17/18 school year as measured by FSA assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. **1a**

 **G098775**

Targets Supported **1b**

Indicator

Annual Target

Targeted Barriers to Achieving the Goal **3**

Resources Available to Help Reduce or Eliminate the Barriers **2**

G2. 80% of students at Midtown will meet or exceed the district goal of proficient or advanced for the 17/18 as measured by the Civics EOC exam. 1a

 G098776

Targets Supported 1b

| Indicator | Annual Target |
|-----------------|---------------|
| Civics EOC Pass | 80.0 |

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development opportunities provided by PCS.

Plan to Monitor Progress Toward G2. 8

PCS Common Assessments

Person Responsible

Edward Lane

Schedule

Quarterly, from 10/1/2017 to 5/25/2018

Evidence of Completion

Student progress reports, and item analysis, teacher data chats sign-in sheets

G3. Students at Midtown Academy will meet or exceed the Transformation Zone target of 50% proficient or advanced in reading for the 17/18 as measured by FSA. 1a

G098777

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 50.0 |

Targeted Barriers to Achieving the Goal 3

- No existing process for collecting and monitoring assessment data throughout the school year.

Resources Available to Help Reduce or Eliminate the Barriers 2

- A Data Inventory has been included which details who assist in the implementation, collection, and monitoring of data pieces.

Plan to Monitor Progress Toward G3. 8

ISIP, Running records, MAP Assessment Data, IReady, SRI

Person Responsible

Dominique Clarkson


Schedule

Monthly, from 9/8/2017 to 5/25/2018

Evidence of Completion

Data Binder with reports, MTSS meeting agendas, teacher data chats

G4. Students at Midtown Academy will meet or exceed the Transformation Zone target of 50% proficient or advanced in math as measured by FSA **1a**

 G098778

Targets Supported **1b**

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 50.0 |

Targeted Barriers to Achieving the Goal **3**

- Instruction was not always aligned to the standard.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Teachers will receive ongoing professional development which assists them in implementing standards based lesson as part of their pedagogy.

Plan to Monitor Progress Toward G4. **8**

Instructional Support Model, MAP Assessment Data, Bi-weekly assessments

Person Responsible

Portia Slaughter


Schedule

Biweekly, from 9/8/2017 to 5/25/2018

Evidence of Completion

Student progress reports, teacher data chats, Lesson plans, ISM data reports

G5. All students will meet or exceed the Transformation Zone target of 50% proficient or advanced in science in the 17/18 school year as measured by FSA assessment. **1a**

 G098779

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| Statewide Science Assessment Achievement | 50.0 |

Targeted Barriers to Achieving the Goal **3**

- Resources which were disseminated to secondary Science teachers were not utilized to full capacity.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Resources such as STEM Scope will be available to Science teachers for us in their classrooms as an intervention.

Plan to Monitor Progress Toward G5. **8**

MAP Assessment data, Bi-weekly assessments

Person Responsible

Edward Lane

Schedule

Monthly, from 9/8/2017 to 5/25/2018

Evidence of Completion

MAP student progress reports, data analysis of bi-weekly assessments, lesson plans, teacher data chats, ISM data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------|--|-----|-------------------------------|---------------------------------------|--------------------|
|--------|--|-----|-------------------------------|---------------------------------------|--------------------|

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.