Midway Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Midway Elementary School

2368 BRISSON AVE, Sanford, FL 32771

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0301

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

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.

Midway Elementary School of the Arts provides a positive academic and arts-linked experience, where all students reach their highest potential and become life-long learners.

Provide the school's vision statement.

Midway Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn. Our staff, students and community are one family!

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
Lambert, Mallory	Principal	Leads the school; monitors school achievement data and progress monitoring, PLC effectiveness across all grade levels using data, instructional leader, oversees systems management, MTSS and SST, 5 Essentials, curriculum and effective interventions, facilitates communication with staff, community, SAC and PTA. Supervising admin for school counselor, social worker, and district mental health counselor. Recruits and retains effective and diverse staff.
Wood, Olga	Assistant Principal	Oversees Custodial staff, facilities, ESE Support Staff, Arts, and supports instructional coaches in PLCs and Book Studies; assists with master scheduling, oversees PLCs for effectiveness for K - 5 in Math and Science, monitors school progress via data for all students, threat and safety team member, instructional leader, Artful Learning coordinator, oversees implementation of restorative practices for effectiveness, Title One Liaison.
Frederick, Tabasha	Assistant Principal	Oversees paraprofessionals, ELL, gifted, and behavior support staff, assists with master scheduling, supports coaches in PLCs, oversees PLCs for effectiveness for K - 5 ELA and Social Studies, monitors school progress via data for all students, threat and safety team member, instructional leader, PD Administrator, oversees tutorial programs, induction coordinator, Title IX coordinator, and the summer programs contact.
Wadley, Eleanor	Behavior Specialist	Monitor behavior plans, enter discipline data, work with guidance, SSW and DMHC on meeting the needs of students; create social skills groups, work with staff on classroom structures, conditions for learning, restorative practices, zones of regulation and building relationships; evaluate student/ school needs and provide interventions, implement behavioral programs, PBIS Coordinator, analyze data and report to administration, and connect with parents. Threat and safety team member.
Magnani, Erin	Instructional Coach	Instructional coach team lead, Teach In Coordinator, Raptor Contact, Testing Coordinator, 5 Essentials & Snapshot Surveys, textbook inventory, surplus, threat and safety team member, support teachers with small group instruction, and serve as an instructional leader.
Van Hoven, Tim	Instructional Coach	Instructional coach overseeing Science and Technology, social media/ website, computer science, R.O.C.K. (Room of Opportunity, Creativity, and Knowledge), technology inventory, and member of threat and safety team.
Belinger, Cindy	Instructional Coach	Lead K – 2 Math PLCs and professional development, coach conditions for learning and instructional best practices, serve as an instructional leader working with teachers and staff, provide support with small group instruction, iReady Champion, N.E.S.T. Coordinator, analyze & monitor school - wide math data and instructional best practices, and oversee formative testing.

Name	Position Title	Job Duties and Responsibilities
Mercilliott, Stephanie	Instructional Coach	Leads reading PLCs and professional development, literacy and social studies contact, model/co-teach lessons by serving as an instructional leader, working with teachers and staff, provide support with small group instruction, analyze & monitor school - wide reading data and instructional best practices.
Sunderman, Heather	Instructional Coach	Lead 3 – 5 Math PLCs & Professional Development, Coach Conditions for Learning and Instructional Best Practices, serve as an instructional leader working with teachers and staff, provide support with small group instruction, analyze & monitor school - wide math data and instructional best practices, and oversee formative testing.
Dennen, Susan	Other	Lead MTSS Meetings, analyze and monitor school wide data, assist teachers with specific interventions for students, collaborate with SCPS MTSS Team for trainings, monitor teachers' data in EdInsight, collaborate with the staffing facilitator to develop the schedule for SST and discuss data.
Glanzman, Megan	Instructional Coach	Lead ELA PLCs and Professional Development, Coach Conditions for Learning and Instructional Best Practices serve as an instructional leader working with teachers and staff, provide support with small group instruction, analyze & monitor school - wide reading data and instructional best practices, and oversee formative testing.
Alce, Amalo	Behavior Specialist	Monitor behavior plans, enter discipline data, work with guidance, SSW and DMHC on meeting the needs of students; create social skills groups, work with staff on classroom structures, conditions for learning, restorative practices, zones of regulation and building relationships; evaluate student/school needs and provide interventions, implement behavioral programs, assist with PBIS, analyze data and report to administration, and connect with parents. Threat and safety team member.

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.

As a leadership team we were able to reflect on the snapshot survey, and our SAC meetings throughout the 2022 - 2023 school year.
Leadership also participates in community meetings and by listening to their members we were able to get instant feedback and make immediate changes.
Our plan will be shared with our stakeholders during our SAC and Community Meetings. A one-pager will be provided highlighting the actions plans and goals set for the school year.

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 SIP will be regularly monitored for effective implementation via monthly SAC meetings as well as faculty meetings. Student achievement data will be monitored weekly during PLCs and data meetings will be held schoolwide after each district and/or state progress monitoring assessment. Progress towards our school goals will be discussed during PLCs and data meetings and revisions to the plan will immediately be made if progress is not sufficient. Midway has no ESSA findings for student subgroups. However, each student subgroup will be closely monitored throughout the year, to ensure continuous improvement.

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) English Language Learners (ELL) 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: B 2019-20: C 2018-19: C 2017-18: 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	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 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	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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	5	0	1	4	3	0	0	0	13
Course failure in ELA	2	23	23	11	16	4	1	0	0	80
Course failure in Math	1	10	13	4	7	13	1	0	0	49
Level 1 on statewide ELA assessment	0	0	0	12	18	26	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	8	23	29	0	0	0	60
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	

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	2	11	19	11	17	11	0	0	0	71

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	6	20	16	12	1	0	0	65
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	5	0	1	4	3	0	0	0	13
Course failure in ELA	2	23	23	11	16	4	1	0	0	80
Course failure in Math	1	10	13	4	7	13	1	0	0	49
Level 1 on statewide ELA assessment	0	0	0	12	18	26	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	8	23	29	0	0	0	60
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	

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	2	11	19	11	17	11	0	0	0	71

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	6	20	16	12	1	0	0	65
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*	44	61	53	48	65	56	47		
ELA Learning Gains				61			45		
ELA Lowest 25th Percentile				64			39		
Math Achievement*	52	64	59	58	46	50	45		
Math Learning Gains				71			45		
Math Lowest 25th Percentile				62			46		
Science Achievement*	43	65	54	47	65	59	42		
Social Studies Achievement*					62	64			
Middle School Acceleration					45	52			
Graduation Rate					62	50			
College and Career Acceleration						80			
ELP Progress	68	77	59	81			69		

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)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	8
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	32	Yes	1	
ELL	45			
AMI				
ASN				
BLK	38	Yes	1	
HSP	53			
MUL	57			
PAC				
WHT	67			
FRL	47			

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	50			
ELL	60			
AMI				
ASN				
BLK	56			
HSP	62			
MUL	67			
PAC				
WHT	59			
FRL	59			

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	44			52			43					68
SWD	25			26			21				5	55
ELL	38			47			20				5	68
AMI												
ASN												
BLK	35			42			36				4	
HSP	49			55			44				5	67
MUL	50			63							2	
PAC												
WHT	65			76							3	
FRL	40			48			38				5	66

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	48	61	64	58	71	62	47					81
SWD	31	58	68	35	64	65	26					
ELL	56	60		56	68		38					81
AMI												
ASN												
BLK	43	62	69	51	69	66	35					
HSP	54	65	50	63	71	60	56					80
MUL	61	42		83	83							
PAC												
WHT	50	54		63	73		56					
FRL	44	61	62	56	68	57	44					83

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	47	45	39	45	45	46	42					69
SWD	23	24	18	24	32	38	18					45
ELL	34			31								69
AMI												
ASN												
BLK	36	35	40	42	40	29	26					
HSP	60	60		43	51		56					71
MUL	64			57								
PAC												
WHT	63			60			80					
FRL	43	42	37	42	44	48	34					69

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	46%	61%	-15%	54%	-8%
04	2023 - Spring	53%	66%	-13%	58%	-5%
03	2023 - Spring	43%	60%	-17%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	66%	34%	54%	46%
03	2023 - Spring	54%	66%	-12%	59%	-5%
04	2023 - Spring	57%	68%	-11%	61%	-4%
05	2023 - Spring	40%	44%	-4%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	64%	-22%	51%	-9%

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.

Our student with disabilities in grades 3 – 5 demonstrated the greatest need.

The effectiveness of core instruction, PLCs, and ESE services are all areas identified as a need for improvement. A new instructional leader is in place with new and clear instructional expectations for the core ELA instruction. These expectations will be shared with all stakeholders. A monitoring/accountability schedule will be in place that includes coaches and administrators present in every PLC and weekly classroom observations with feedback for every ELA teacher. An ESE feedback reflection meeting was held over the summer to discuss concerns and next steps. Instructional leaders are collaborating with the district to improve ESE instructional practices. A new K – 5 Instructional Reading Coach will be facilitating effective ELA PLCs weekly.

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

Our student with disabilities in grades 3 – 5 demonstrated the greatest need. The effectiveness of core instruction, PLCs, and ESE services are all areas identified as a need for improvement. A new

instructional leader is in place with new and clear instructional expectations for the core ELA instruction. These expectations will be shared with all stakeholders. A monitoring/accountability schedule will be in place that includes coaches and administrators present in every PLC and weekly classroom observations with feedback for every ELA teacher. An ESE feedback reflection meeting was held over the summer to discuss concerns and next steps. Instructional leaders are collaborating with the district to improve ESE instructional practices. A new K – 5 Instructional Reading Coach will be facilitating effective ELA PLCs weekly.

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.

5th grade ELA had the greatest gap when compared to the state average.

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

When comparing FSA 2022 data to FAST 2023 PM#3, our fourth graders moving from 4th to 5th grade grew by 6% proficiency from 44% in fourth grade to 50% in fifth grade.

The contributing factors to this improvement were effective PLCs, common planning, and veteran teachers. A veteran coach was selected to support fifth grade ELA instruction last year.

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

Student attendance and on-grade level performance in ELA and Math

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

1. Science Proficiency
2. Reading Proficiency
3. Math Acceleration/Proficiency
4. Reading Gains
5. Math Gains

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).

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned (i.e., Title I, Part A, UniSIG).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

For grades 3 & 5, coaches at RAISE schools will receive extra support from the State Regional Literacy Director through Professional Development that Just Read, Florida! has developed. In turn, coaches will use this professional development to improve the support to teachers at their respective schools. This should support more explicit, systematic, benchmark-aligned instruction in classrooms to lead to improvement in student outcomes on state assessments.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

The number of students in grades 3 & 5 that score below a Level 3 on the end of the year statewide ELA assessment will decrease by 2 percent.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA, FAST and district progress monitoring assessment outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Lambert, Mallory, hollidmz@scps.k12.fl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Research reflects a 0.47 effect size for small group learning.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

By working with students in small groups, teachers can provide targeted lessons and feedback to quickly accelerate student learning through both differentiation in the core and intervention.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Developing highly collaborative PLCs strategically focused on the use of formative assessment data. Utilizing results of FAST PM1 and PM2, DRA and district progress monitoring to design reading acceleration support for students. Utilizing SCPS Early Warning/MTSS systems to support interventions. Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction. Utilizing pacing calendars and research based instructional materials and practices in 90-minute block. Utilizing additional research-based intervention curriculum for tier 2 and 3 students.	Lambert, Mallory, hollidmz@scps.k12.fl.us

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.

As a leadership team we were able to reflect on the snapshot survey, and our SAC meetings throughout the 2022 - 2023 school year.
Leadership also participates in community meetings and by listening to their members we were able to get instant feedback and make immediate changes.
Our plan will be shared with our stakeholders during our SAC and Community Meetings. A one-pager will be provided highlighting the actions plans and goals set for the school year.

https://sim.scps.k12.fl.us/school/info/0301

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))

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquee, (9) and numerous other out-reach strategies developed by school staff.

https://midway.scps.k12.fl.us/

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))

Clear and high expectations for Tier One in ELA where all students are learning grade level content and accelerated. Small groups daily and classroom walk-throughs with feedback weekly. A new veteran coach leading all PLCs each week. We are revising our MTSS process to focus on and prioritize interventions for students that are most in need of support. Administration and Instructional Coaches will observe every ELA classroom weekly for best practices within the core instruction, provide feedback and side by side coaching opportunities to ensure student success. Vertical PLCs will be held during pre-plan and quarterly to provide the opportunity for ELA teachers to reflect on and discuss best practices. Benchmark proficiency data will be monitored weekly during PLCs.

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))

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Department of Teaching and Learning (Title II, Part A), ESOL World Languages and Student Access (Title III, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Student Assignment and Program Access (magnet programs), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) are invited to participate in collaborative planning sessions. At these collaborative planning sessions, school leadership teams begin developing their Title I, Part A plans for the upcoming school year, with support and guidance from these various district-level grant and/or program managers. For instance, the Director of ESOL/World Languages and Student Access would share with Title I school leadership teams relevant updates to those programs for the upcoming school year, which may lead them to leverage their Title I, Part A funds to supplement such initiatives.