

Pinellas County Schools

Midtown Academy



2022-23 Schoolwide Improvement Plan

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Midtown Academy

1701 10TH ST S, St Petersburg, FL 33705

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

Demographics

Principal: Keila Victor

Start Date for this Principal: 6/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2021-22: A (63%) 2020-21: (42%) 2018-19: C (48%) 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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.:

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.
Maker, Casey	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.

Demographic Information

Principal start date

Thursday 6/23/2022, Keila Victor

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

322

Identify the number of instructional staff who left the school during the 2021-22 school year.

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11		12
Number of students enrolled	31	43	51	76	60	66	0	0	0	0	0	0	0	327
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	10	10	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	12	12	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	3	4	9	15	10	10	0	0	0	0	0	0	0	51

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	9	8	5	3	14	0	0	0	0	0	0	0	40

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 6/23/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	17	41	55	62	61	64	0	0	0	0	0	0	0	300
Attendance below 90 percent	0	10	13	16	10	17	0	0	0	0	0	0	0	66
One or more suspensions	0	0	1	1	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	2	2	7	4	7	9	0	0	0	0	0	0	0	31

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	17	41	55	62	61	64	0	0	0	0	0	0	0	300
Attendance below 90 percent	0	10	13	16	10	17	0	0	0	0	0	0	0	66
One or more suspensions	0	0	1	1	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	2	2	7	4	7	9	0	0	0	0	0	0	0	31

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%			63%			44%	54%	57%
ELA Learning Gains	73%			38%			52%	59%	58%
ELA Lowest 25th Percentile	50%						56%	54%	53%
Math Achievement	67%			60%			50%	61%	63%
Math Learning Gains	73%			58%			51%	61%	62%
Math Lowest 25th Percentile	44%			13%			40%	48%	51%
Science Achievement	68%			61%			44%	53%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	56%	-5%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	45%	56%	-11%	58%	-13%
Cohort Comparison		-51%				
05	2022					
	2019	30%	54%	-24%	56%	-26%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	62%	-6%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	39%	64%	-25%	64%	-25%
Cohort Comparison		-56%				
05	2022					
	2019	53%	60%	-7%	60%	-7%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	54%	-9%	53%	-8%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20			38							
BLK	23	8		21	26	8	22				
HSP	82			88							
MUL	90			80							
WHT	92	60		86	76		85				
FRL	37	21		33	36	9	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42			58							
BLK	25	47	54	32	41	38	25				
WHT	86	70		91	89						
FRL	32	48	60	39	45	33	39				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	97
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	88
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Fourth 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. ELA learning gains among students in the lowest quartile remained below 50% for the 2nd consecutive year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Student learning gains amongst the lowest quartile in mathematics demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors include new magnet programming, attendance rates, extended learning attendance and rigor within small group instruction. Analysis and strategic allocation of resources, early intervention, professional development related to differentiation of mathematics instruction, and targeted extended learning supports are actions needed to address this area in need of improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Student learning gains amongst the lowest quartile in English language arts demonstrated the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors included literacy innovation implementation. Including, Lindamood Bell coaching, collaborative planning, strategic writing intervention groups, and extended learning opportunities for reading and writing.

What strategies will need to be implemented in order to accelerate learning?

Strategies related to implementing standards aligned instruction, monitoring learning with feedback, and appropriate depth of knowledge will be implemented to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development during the first semester will be directly focused on monitoring learning with feedback, standards aligned instruction, structures for small group instruction, & data analysis to support differentiated instruction. Professional development will be delivered through monthly curriculum meetings, professional learning communities, and observation feedback conferences.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

On-going professional development to build capacity amongst our teachers. On-going support and coaching for classroom teachers. Establishing systems of support that can be sustained regardless of changes in staffing or student population.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Standards-based data collected from the 2021-2022 school year showed students performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to engage with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

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 8% (from 67% to 75%), as measured by state-wide assessments.

Proficiency in English Language Arts will increase 9% (from 66% 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 mathematics will increase 41% (from 34% to 75%) as measured by state-wide assessments.

Black student proficiency in mathematics will increase 46% (from 29% 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 strategies.

Person responsible for monitoring outcome:

Keila Victor (victork@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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.

Become familiar with the design in order to understand what students are expected to master.

Person Responsible Keila Victor (victork@pcsb.org)

Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible Keila Victor (victork@pcsb.org)

Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark

Person Responsible Casey Maker (makerc@pcsb.org)

#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 critical need from the data reviewed.

Based on most current state assessments, 66% of all students were proficient in English Language Arts. 29% 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 2022.

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 41% (from 34% to 75%) as measured by state-wide assessments.

Black student proficiency in English Language will increase 46% (from 29% 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 will 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 strategies.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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.

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Responsible Keila Victor (victork@pcsb.org)

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible Keila Victor (victork@pcsb.org)

Implement leadership portfolio binders school-wide to support collection of artifacts, learning data, and support goal setting.

Person Responsible Skinner Anne (skinneran@pcsb.org)

Include celebrating the use of organizational systems and tools as part of school wide PBIS system

Person Responsible Skinner Anne (skinneran@pcsb.org)

#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 critical need from the data reviewed.

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 8% (from 67% to 75%), as measured by state-wide assessments.

Proficiency in English Language Arts will increase 9% (from 66% to 75%), 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 conduct weekly instructional walkthroughs providing feedback to instruction directly related to standards aligned instruction and school improvement strategies.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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 monthly professional development and the weekly professional learning communities focus.

Person Responsible

Casey Maker (makerc@pcsb.org)

Identify teacher/instructional experts within the building as it relates to monitoring learning with feedback.

Person Responsible

Casey Maker (makerc@pcsb.org)

Provide opportunities for peer observation, collaboration, and feedback including video lessons, instructional observations, professional learning community facilitation/participation.

Person Responsible

Casey Maker (makerc@pcsb.org)

Develop and implement differentiated monthly professional development sessions with focus on monitoring learning with feedback and differentiated instruction.

Person Responsible

[no one identified]

School administration will conduct walkthroughs and provide targeted and actional feedback to teachers regarding monitoring learning with feedback.

Person Responsible [no one identified]

#4. Positive Culture and Environment specifically relating to Conditions for Learning (Behavior)

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

At the end of the 2021/22 school year, our risk ratio for Black/ African American students for office discipline referrals (ODR) was 4.5 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 2022/23 school year, our risk ratio for Black/ African American students receiving an office discipline referral (ODR) will be reduced to 2.5 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 area of focus will 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 PBIS interventions and supports.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS is an ongoing commitment to supporting students, educators, and families through systems change. When you implement PBIS well, 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 Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PBIS principles align with those of safe and successful schools, making it an intervention of choice in federal legislation.

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.

Classroom management plans aligned to Tier I Expectations.

Edit Classroom Management Plan

-Align CARES and embed into plan

-Share Management Plans with staff preschool.

Person Responsible

Skinner Anne (skinneran@pcsb.org)

Teachers and Staff Developing a comprehensive understanding of PBIS Systems

Train staff on new and established PBIS Systems including Houses, Class Dojo, Zones of Regulations, Cool Down Zones, etc.

- Calendar Pre-School PBIS Agenda

- Create Pre-School PBIS Agenda

- Calendar Pre-School PBIS PLC

Person Responsible

Casey Maker (makerc@pcsb.org)

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 PBIS Event dates to the Website calendar

Person Responsible Keila Victor (victork@pcsb.org)

#5. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus aims to improve 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 5% (from 75% to 80%), 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 Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Plan and deliver lessons that meet the needs of gifted & talented learners by differentiating regularly.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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)

Differentiate for gifted learners by moving beyond just adapting content, product and process to include thinking skill.

Person Responsible

Keila Victor (victork@pcsb.org)

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

Person Responsible

Keila Victor (victork@pcsb.org)

Monitor academic growth of gifted and talented learners and action plan for scaffolded support or enrichment as needed

Person Responsible

Keila Victor (victork@pcsb.org)

#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 critical need from the data reviewed.

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 Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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 Casey Maker (makerc@pcsb.org)

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

Person Responsible Casey Maker (makerc@pcsb.org)

Develop and refine the CLI handbook to include program and instructional expectations, frequently asked questions, and assessment requirements.

Person Responsible Casey Maker (makerc@pcsb.org)

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

Person Responsible Casey Maker (makerc@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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 relating to Reading/ELA

N/A

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 new 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: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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 take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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. Â§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?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

N/A

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
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N/A

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

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

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders include the staff, students and parents of Midtown. All stakeholders are contributing members of building a positive culture and environment at the school.

The following members of SBLT consistently promote a positive culture:

Keila Victor-principal

Casey Maker- Assistant principal

Anne Skinner- Behavior Specialist

The ways the SBLT promote a positive culture includes:

Create meaningful parent involvement

Celebrate personal achievement and good behavior

Establish school norms that build values

Set consistent discipline

Model the behaviors you want to see in your school

Engage students in ways that benefit them.