

Pinellas County Schools

# Midtown Academy



## 2019-20 School Improvement Plan

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# Midtown Academy

1701 10TH ST S, St Petersburg, FL 33705

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

## Demographics

**Principal: Portia Slaughter**

Start Date for this Principal: 7/1/2019

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: 2016-17: 2015-16: 2014-15: 2013-14:
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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

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

Name	Title
Victor, Keila	Principal
Principal	
Maker, Casey	Assistant Principal
Assistant Principal	
huynh, Thuyduong	Teacher, K-12
Teacher, K-12	
Moore, Andrea	Teacher, K-12
Teacher, K-12	

### Early Warning Systems

#### Current Year

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

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

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

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

**The number of students identified as retainees:**

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

**FTE units allocated to school (total number of teacher units)**

26

**Date this data was collected or last updated**

Monday 6/24/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0	0	0

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	54%	57%	0%	50%	56%
ELA Learning Gains	52%	59%	58%	0%	47%	55%
ELA Lowest 25th Percentile	56%	54%	53%	0%	40%	48%
Math Achievement	50%	61%	63%	0%	61%	62%
Math Learning Gains	51%	61%	62%	0%	56%	59%
Math Lowest 25th Percentile	40%	48%	51%	0%	42%	47%
Science Achievement	44%	53%	53%	0%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	37 (0)	49 (0)	53 (0)	80 (0)	51 (0)	61 (0)	331 (0)
Attendance below 90 percent	11 ( )	9 ( )	12 ( )	20 ( )	18 ( )	33 ( )	103 (0)
One or more suspensions	6 ( )	10 (0)	8 (0)	24 (0)	8 (0)	3 (0)	59 (0)
Course failure in ELA or Math	0 ( )	0 (0)	10 (0)	5 (0)	7 (0)	5 (0)	27 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	0 (0)	16 (0)	22 (0)	38 (0)

### Grade Level Data

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

NOTE: 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
03	2019	51%	56%	-5%	58%	-7%
	2018					
Cohort Comparison						
04	2019	45%	56%	-11%	58%	-13%
	2018					
Cohort Comparison		45%				
05	2019	30%	54%	-24%	56%	-26%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		30%				

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

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

**Subgroup Data**

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

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I



<b>ESSA Federal Index</b>	
OVERALL Federal Index - All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	7
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

Grade 5 English Language Arts achievement was Midtown Academy's lowest performing component. Although the proficiency within this particular grade level increased from zero students proficient in 2018, to now 30% of students proficient in 2019, the particular cohort of these students only grew from 28% to 30% proficient. Breaking down this reporting group even further we notice that 92% of gifted learners scored a level 3 or higher as opposed to 6% of all other learners reaching proficiency. The trends indicate that our learners not identified as gifted struggled to reach levels of proficiency. Contributing factors could include long term substitutes used in the grade level and/or 75% of our classroom teachers were new to teaching grade 5 content/standards.

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

There were zero reporting categories that demonstrated a decline from 2018 to 2019. However, the area that showed the least amount of growth was the 5th grade cohort in ELA. This cohort moved from 11% (reported) and 28% (actual cohort) proficient in ELA to 30% proficient during the 2018-2019 school year. The trends indicate that our learners not identified as gifted struggled to reach levels of proficiency. Contributing factors could include long term substitutes used in the grade level and/or 75% of our classroom teachers were new to teaching grade 5 content/standards.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

4th Grade achievement levels in mathematics demonstrated the greatest gap when compared to state average. 39% of Midtown grade four students tested proficiently in Mathematics as compared to the 64% state rate. This 25 percentage gap is actually the second largest as compared to the previously analyzed grade 5 ELA data. Factors that may have contributed to this gap include, new programming, new teachers, and an influx of long term substitutes unique to this grade level.

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

Grade 5 science showed the most improvement from 2018 to 2019. In 2018, only 5% of students were proficient in science. In 2019, that number was increased to 45% of students proficient in Science. We took numerous actions to make this happen. These action include weekly science lunch challenges, before and after school science club, co-taught science lab lessons, posted and utilized science vocabulary near physical education facility.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Early Warning data shows a few potential areas of concern. The first resides in 2018-19 grade 3 students. This subgroup had a high number of students with multiple suspensions as well as a quarter of the students attended school less than 90% of days. Identifying these students and more importantly students that are identified in both reporting areas will critical in in problem solving and early intervention. The other potential area of concern is the 2018-19 grade 4 students. Nine of these students have multiple early warning indicators. Again, Identifying these students will be critical in early intervention and effective problem solving.

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

1. L25 Learning Gains
2. Grade 5 Mathematics Teaching and Learning
3. School- Wide ELA Teaching and Learning
4. School-Wide Positive Behavior Interventions and Supports
5. Attendance/Family Engagement

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA Proficiency
<b>Rationale</b>	Our current level of performance is 44% proficiency, as evidenced in FSA performance. We expect our performance level to be 60% proficient by June 2020.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving ELA proficiency will increase from 44% to 60%, as measured by FSA.
<b>Person responsible for monitoring outcome</b>	Keila Victor (victork@pcsb.org)
<b>Evidence-based Strategy</b>	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text and apply foundational skills, with high-quality feedback and opportunities to use that feedback.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps leading to an increase in academic rigor.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ensure teachers are developing rigorous learning goals and performance scales based on identified key standards.</li> <li>2. Ensure teachers are planning and implementing strategic ways to scaffold and differentiate instruction.</li> <li>2. Ensure teachers strengthen core reading and writing instruction by engaging students in using rich complex text and tasks.</li> <li>3. Ensure teachers and students are regularly analyzing tasks using standards based rubrics and plan for next steps.</li> <li>4. Monitor teacher practice and provide feedback for teacher growth through PLC's and collaborative planning structures and iObservation.</li> </ol>
<b>Person Responsible</b>	Keila Victor (victork@pcsb.org)

<b>#2</b>	
<b>Title</b>	Math Proficiency
<b>Rationale</b>	Our current level of performance is 50% proficient, as evidenced in Math FSA. We expect our performance level to be 60% by June 2020. Additionally, 40% of L25 scholars made learning gains as measured by the 2019 Mathematics FSA.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving math proficiency will increase from 50% to 60%, as measured by Math FSA.
<b>Person responsible for monitoring outcome</b>	Keila Victor (victork@pcsb.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Utilize student-centered instruction daily through the use of Ready Classroom Mathematics, Dreambox and effective number sense routines. Support this work through curriculum meetings, PLCs, and direct feedback.</li> <li>2. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</li> <li>3. Ensure professional development is aligned with key shifts in mathematics standards with an emphasis on developing an understanding of the demands and aspects of rigor called for by the standards.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps. Understanding of the major work of the grade and demands called for by the standards lead to more effective and rigorous student-centered and aims toward increasing student achievement in mathematics.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will use various daily number routines as a warm-up to math block.</li> <li>2. Teachers will engage with the TQE lesson planning process to support effective planning</li> <li>3. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Use Ready Math daily exit tickets and weekly lesson quizzes to inform instruction and remediation/enrichment.</li> <li>4. Provide PD for Ready to Go Number Routine.</li> <li>5. Monitor teacher practice and provide feedback for teacher growth through the use of PLC's and Collaborative Planning structures, iObservation.</li> </ol>
<b>Person Responsible</b>	Casey Maker (makerc@pcsb.org)

<b>#3</b>	
<b>Title</b>	Science Proficiency
<b>Rationale</b>	Our current level of performance is 44% %, as evidenced in Science SSA. We expect our level to be 57% by June 2020.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students meeting proficiency will increase from 44% to 57%, as measured by Science SSA.
<b>Person responsible for monitoring outcome</b>	Keila Victor (victork@pcsb.org)
<b>Evidence-based Strategy</b>	Develop, implement and monitor a data driving 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies promotes and equitable approach to addressing instructional gaps and increase rigorous instruction.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administer the Diagnostic Assessment</li> <li>2. Analyze the results of the Assessment</li> <li>3. Implement a plan of action to address instructional gaps</li> <li>4. Implement and monitor science academic data with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.</li> <li>5. Weekly science lunch challenges</li> </ol>
<b>Person Responsible</b>	Keila Victor (victork@pcsb.org)

<b>#4</b>	
<b>Title</b>	Bridging the Gap
<b>Rationale</b>	Our current level of students proficient in ELA is 44%. 16% of our black students are proficient in ELA. We expect our performance to be 60% by June 2020.
<b>State the measureable outcome the school plans to achieve</b>	The percent of Black students achieving ELA proficiency will increase from 16% to 60% proficiency, as measured by FSA.
<b>Person responsible for monitoring outcome</b>	Keila Victor (victork@pcsb.org)
<b>Evidence-based Strategy</b>	Provide professional development and coaching to entire staff on culturally relevant strategies to increase engagement and improve proficiency levels for black students. Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.
<b>Rationale for Evidence-based Strategy</b>	If staff engages in ongoing professional development on culturally relevant strategies and Restorative Practices, more Black students will be engaged in learning which will have appositive impact on proficiency and in extended learning participation.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide Professional Development on Equity Based Practices and Culturally Relevant Teaching Strategies.</li> <li>2. Weekly grade level PLC's monitor and review data to make instructional decisions and implement interventions to use resources effectively.</li> <li>3. Monitor early warning indicators and create early intervention plans.</li> <li>4. Monitoring of the plans and data collection will be utilized to adjust the plans.</li> <li>5. Admin conduct walk-throughs and provide targeted actionable feedback to teachers.</li> </ol>
<b>Person Responsible</b>	Keila Victor (victork@pcsb.org)

<b>#5</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	The expectation is to reach the Bronze recognition level by 2019-2020 school year. Our current level of performance is 0 modules in bronze, as evidenced in Healthy Schools Program.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students participating in Healthy Schools program will increase from 30% to 80% as measured by the Healthy Schools Program.
<b>Person responsible for monitoring outcome</b>	Keila Victor (victork@pcsb.org)
<b>Evidence-based Strategy</b>	Develop and Implement Healthy Schools Program Assessment Schools Program Assessment and Action Plan.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting this strategy promotes students engaging in lifelong healthy habits.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Complete Healthy Schools Program Assessment</li> <li>2. Complete the SMART Snacks in School Documentation.</li> <li>3. Develop and Implement Healthy school Program action plan.</li> <li>4. Update Healthy Schools Program Assessment and Apply for Recognition.</li> <li>5. Apply for Recognition</li> </ol>
<b>Person Responsible</b>	Keila Victor (victork@pcsb.org)



<b>#6</b>	
<b>Title</b>	Family and Community Engagement
<b>Rationale</b>	As a new magnet program fielding an influx of new families to the school each year, developing a solid foundation of support and building connection between school and home is essential.
<b>State the measureable outcome the school plans to achieve</b>	Increase opportunities for families to participate in school events by 50%. There were seven school events for the 2018-2019 school year. We expect to have fourteen school events for the 2019-2020 school year.
<b>Person responsible for monitoring outcome</b>	Keila Victor (victork@pcsb.org)
<b>Evidence-based Strategy</b>	Effectively communicate with families about their students' progress and school processes/practices.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies promote an equitable approach that allow all learners build relationships and establish a community of support.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Increase number of Arts performances, showcases and exhibits.</li> <li>2. Update website and social media presence weekly.</li> <li>3. Calendar quarterly conference and data chat opportunities to discuss</li> <li>4. Develop and implement activities to build respect and trust between home and school</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#7</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	The percent of all students missing 10% or more of enrolled school days was 24% in 2018-2019
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students missing 10% or more of enrolled school days will decrease from 24% to 10%, as measured by School Profiles and Focus Attendance Reports.
<b>Person responsible for monitoring outcome</b>	Casey Maker (makerc@pcsb.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.</li> <li>2. Strengthen the implementation of Tier 3 interventions to address and support the needs of individual students.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps and provide each family with supports necessary to improve attendance.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify at risk students proactively involve families in PBIS and magnet events</li> <li>2. Implement Monthly Attendance Incentives and Perfect attendance recognition</li> <li>3. Review school-wide attendance bi-weekly at CST and determine effectiveness of interventions</li> </ol>
<b>Person Responsible</b>	Casey Maker (makerc@pcsb.org)

<b>#8</b>	
<b>Title</b>	Magnet Programs
<b>Rationale</b>	Increase effectiveness of magnet programming and fidelity of implementation.
<b>State the measurable outcome the school plans to achieve</b>	Increase the percentage of gifted students students scoring at achievement level 4 or 5 on FSA ELA will increase from 61% to 70% as measured by FSA.
<b>Person responsible for monitoring outcome</b>	Casey Maker (makerc@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Strengthen staff practice to utilize questions to help students elaborate on content.</p> <p>Strengthen staff ability to differentiate instruction through various depth/complexity levels.</p> <p>Support teachers in implementation of arts integration within core instruction.</p>
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies promote an equitable approach to providing enrichment and meeting the individual needs of all students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers/Staff continue to obtain their gifted endorsement to support differentiation and other instructional strategies.</li> <li>2. Develop SEM Committee to support staff in professional development and enrichment cluster implementation</li> <li>3. Provide gifted teachers with collaborative planning opportunities across grade levels and content areas.</li> <li>4. Arts specialist will attend grade level PLCs to drive planning for arts integration.</li> <li>5. Arts integration leaders will push into classrooms to model and support arts integration.</li> </ol>
<b>Person Responsible</b>	Casey Maker (makerc@pcsb.org)

<b>#9</b>	
<b>Title</b>	School Climate/Conditions for Learning
<b>Rationale</b>	On average, 2.5 office discipline referrals were written each day during the 2018-2019 school year. Reduction of major incidents of misconduct aims to improve engagement and improved teaching and learning.
<b>State the measureable outcome the school plans to achieve</b>	Reduce instances of physical aggression as documented by office discipline referrals by 50% during the 2019-2020 school year.
<b>Person responsible for monitoring outcome</b>	Casey Maker (makerc@pcsb.org)
<b>Evidence-based Strategy</b>	Develop, implement, and monitor a Positive Behavioral Interventions and Supports (PBIS) framework focusing on outlining clear expectations, systems of supports, and student rewards to promote a positive culture and climate.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps and provide all students with the least restrictive learning environment possible.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Establish PBIS Implementation Team</li> <li>2. Plan and problem-solve to develop and refine PBIS framework</li> <li>3. Clearly communicate PBIS framework to staff and initiate implementation</li> <li>4. Monitor and meet monthly to continue with four step problem-solving.</li> </ol>
<b>Person Responsible</b>	Casey Maker (makerc@pcsb.org)

<b>#10</b>	
<b>Title</b>	Cultural Arts Magnet
<b>Rationale</b>	Increase effectiveness of magnet programming and fidelity of implementation.
<b>State the measureable outcome the school plans to achieve</b>	Our current level of performance is 14% proficiency with our cultural arts students, as evidenced in FSA in ELA We expect our performance level to be 60% proficient by June 2020.
<b>Person responsible for monitoring outcome</b>	Keila Victor (victork@pcsb.org)
<b>Evidence-based Strategy</b>	Support teachers in implementation of arts integration within core instruction.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies promote an equitable approach to addressing instructional gaps leading to an increase in academic rigor.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers/Staff continue to obtain their gifted endorsement to support differentiation and other instructional strategies.</li> <li>2. Develop SEM Committee to support staff in professional development and enrichment cluster implementation</li> <li>3. Provide cultural arts teachers with collaborative planning opportunities across grade levels and content areas.</li> <li>4. Arts specialist will attend grade level PLCs to drive planning for arts integration.</li> <li>5. Arts integration leaders will push into classrooms to model and support arts integration.</li> </ol>
<b>Person Responsible</b>	[no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

N/A

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

n/a

**PFEP Link**

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

**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 all scholars through a variety of methods and services. Counseling needs will be met by the school counselor, social worker, and school psychologist. Scholars are referred to these services by a parent, teacher, or self-request. This process is provided by the Student Services team. Midtown Academy also has onsite services which are provided by Suncoast Counseling Center

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

n/a

**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**

n/a

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

n/a

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: ELA Proficiency</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2381 - Midtown Academy	School Improvement Funds		\$500.00
			<i>Notes: Support classroom subscriptions</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Math Proficiency</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Science Proficiency</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Gap</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Healthy Schools</b>				<b>\$0.00</b>

<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Family and Community Engagement</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A</b>	<b>Areas of Focus: Attendance</b>				<b>\$0.00</b>
<b>8</b>	<b>III.A</b>	<b>Areas of Focus: Magnet Programs</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2381 - Midtown Academy	School Improvement Funds		\$500.00
			<i>Notes: Materials for Maker Space</i>			
<b>9</b>	<b>III.A</b>	<b>Areas of Focus: School Climate/Conditions for Learning</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2381 - Midtown Academy	School Improvement Funds		\$500.00
			<i>Notes: Support Implementation of PBIS</i>			
<b>10</b>	<b>III.A</b>	<b>Areas of Focus: Cultural Arts Magnet</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$1,500.00</b>