

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Midway Elementary School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

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!

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Midway Elementary held their second SAC Meeting on September 27, 2021, and shared, reviewed, and discussed the school improvement plan to include parent and community input.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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 marquees, (9) and numerous other out-reach strategies developed by school staff.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Midway Elementary School uses a squad system to motivate students and staff to build a positive school culture and environment. Each student and staff member participates in monthly squad meetings and restorative circles to develop social emotional skills and a school community. Students and staff attend monthly squad rallies based on leadership characteristics to celebrate student learning and success. Students earn squad points for their teams and towards a squad store where they can shop quarterly. Teachers and staff implement a unique positive reward system to reinforce positive behaviors within their own classrooms. School-wide, students participate in a morning positive affirmation to build self-confidence. Families and students attend monthly family involvement events to stay connected to our school community and their child's learning.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may 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.

Administration Oversee Teacher led committees for the planning school-wide events Motivate teachers and students to reach their highest potential Teachers Facilitate planning committees and provide students with opportunities to participate in activities within their classrooms Support Staff Facilitates committees and provides students with opportunities to participate in activities school - wide Students Participate in school-wide activities Families Support the school's goals Volunteers Support the school's goals

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.

Midway Elementary School of the Arts has a support team made up of a School Social Worker, School Guidance Counselor, Mental Health Counselor, School Staffing Facilitator, and Behavior Support to provide small group social emotional tiered instruction for students. Teachers provide daily social emotional lessons using Sanford Harmony and assist students with regulating their emotions using the Zones of Regulation school – wide. Students are provided with a designated “Work it Out” area in their classrooms as a safe space for self-regulation. Teachers and staff are also being trained in Restorative Practices to continue to support students. UCF Counseling Services supports identified students and families weekly with additional social emotional support and mentoring. Speech and Language Therapists are implementing weekly Baby Doll Circles with our kindergarten and first grade students. Midway teachers and staff will use online Sustainable SEL course curriculum to work through self – paced modules to continue ongoing professional development.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Mary Lambert	Principal	mary_lambert@scps.k12.fl.us	Leads the school, monitors school achievement data and progress monitoring, PLC effectiveness across all grade levels using data, oversees systems management; MTSS and SST, 5 Essentials, oversees curriculum and effective interventions, facilitates communication with staff, community, SAC and PTA, and serves as an instructional leader.
Olga Wood	Assistant Principal	woodol@myscps.us	Oversees ESE & ELL scheduling and monitors for effectiveness, Manages tutorial, Supervises Professional Development, Truancy, Discipline, CSM, oversees PLCs Math K - 5 and Science 3 - 5 for effectiveness, Testing Coordinator, monitors school achievement data, and serves as an instructional leader...assists the principal.
Christopher Pombonyo	Assistant Principal	christopher_pombonyo@scps.k12.fl.us	Title One Liaison, Oversees Magnet, Family Involvement, Scheduling of school events, assigns staff/custodial duties, oversees PLCs ELA K - 5 for effectiveness, textbooks and other inventories, school-wide scheduling, monitors the effectiveness of PBIS, Testing Coordinator, monitors school achievement data, and serves as an instructional leader....assists the principal.
Nikhail Slaughter	Instructional Coach	Nikhail_Slaughter@scps.k12.fl.us	Lead PLCs & Professional Development, Coach Conditions for Learning & Instructional Best Practices

Scheshin Quinn

Instructional Coach

Scheshin_Quinn@scps.k12.fl.us

Lead PLCs & Professional Development, Coach Conditions for Learning & Instructional Best Practices

Kimberly Dudley

Reading Instructional Coach

Kim_Dudley@scps.k12.fl.us

Leads Reading PLCS & Professional Development, Analyze & Monitor School – Wide Reading Data and Instructional Best Practices

Marie Buchanan

School Guidance Counselor

Marie_Buchanan@scps.k12.fl.us

Supports MTSS, Social Emotional Learning, and Family Resources.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Kimberly Dudley	Reading Instructional Coach	Kim_Dudley@scps.k12.fl.us	Leads Reading PLCs & Professional Development, Analyze & Monitor School – Wide Reading Data and Instructional Best Practices
Kimberly Wilson	0.5 Reading Instructional Coach	Kim_Wilson@scps.k12.fl.us	Leads Reading PLCs & Professional Development, Analyze & Monitor School – Wide Reading Data and Instructional Best Practices
Cindy Decker	Reading Interventionist	Cindy_Decker@scps.k12.fl.us	Implements best practices in reading and acceleration for tiered students
Michelle Dorsey	Reading Interventionist	DorseyMZ@scps.k12.fl.us	Implements best practices in reading and acceleration for tiered students
Veronica Berry	Reading Interventionist	Berryvz@scps.k12.fl.us	Implements best practices in reading and acceleration for tiered students
Krystal Merthie-Smith	Reading Interventionist	Krystal_Smith@scps.k12.fl.us	Implements best practices in reading and acceleration for tiered students

Public and Collaborative Teaching

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

Time is designated for collaborative team planning focused on instruction and data within Professional Learning Communities led by teachers. Each Professional Learning Community adheres to protocols that foster and encourage positive relationships between teachers and keep student achievement as the focal point of each session. We continue to implement tools and techniques of best practices and provide teachers the opportunity to participate in instructional rounds to focus on the instructional model. Teachers also participate in extended Professional Development planning days on Wednesdays for an additional hour of collaborative instructional planning. In addition, they collaborate about the usage of Google classroom and blended learning classes.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were “highly qualified” and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities. This school-wide mentor is trained by our county's Instructional Practices Specialist and provided materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. New teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all learners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

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.

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

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

Students in Voluntary PreK visit Kindergarten classrooms at the end of the school year to experience Kindergarten. During the summer, students entering Kindergarten are invited to a special Roadrunner Roundup event where future Kindergarten students and their families are prepared for success in Kindergarten. Students attend Kinder Camp to build Kindergarten readiness skills. Our Fifth Grade Students participate in Middle School interest sessions to build knowledge of middle school offerings and expectations. Fifth Grade Students participate in daily block scheduling of classes to prepare them for middle school class transitions. Students rotate between Math, ELA, Science, and the Arts.

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

Midway Elementary School of the Arts has created a Career and Creativity Center within our Media Center to build career awareness through literacy, the arts, and STEAM. Students explore various careers based on their passions and interests and are given opportunities to build on college and career readiness skills. Within the Arts, Midway partners with Central Florida Arts to provide master classes on a variety of visual and performing arts techniques.

Identify the career and technical education programs available to students and industry or community organizations.

Midway Elementary School of the Arts integrates daily Artful Learning Curriculum into all K – 5 Content Areas. Students participate in STEAM/Coding programs and tasks and are given opportunities for research and inquiry-based learning. Afterschool extra-curricular clubs and activities are offered to all students to continue to build on career and technical skills.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
iReady student logs for Math & ELA to self-monitor minutes and pass rates.	Teachers, Coaches, and Admin	05/25/2022	N	Weekly	iReady Logs
Student friendly Learning Targets and Success Criteria used to self-monitor mastery of standards.	Teachers, Coaches, and Admin	05/25/2022	Y	Daily	Increase student achievement on formatives.

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Track iReady minutes, lesson standards, and lessons passed. Intense monitoring and tracking of research based instruction, services and supports provided to the lowest 30% by ELL, ESE, and Interventionists.	Teachers, Admin, ELL, ESE, Interventionists	05/25/2022	N	Weekly	iReady Lowest 30% Reports, Google tracking form, and walkthroughs.
Closely monitor attendance and tardies.	School Counselor, School Social Worker	05/25/2022	N	Weekly	Early warning report, Truancy list, Daily Sign-In Logs
Item analysis on common assessments and bi-weekly data chats with support staff to review student's ESE support services and goals aligned to meet student needs and grade level standards according to the data.	Teachers, Admin, ESE, ELL, Instructional Coaches, and Interventionists, Staffing Facilitator	05/25/2022	N	Bi-Weekly	Grade level PLCs, Team Item Analysis Data sheets, grade level data sheets, ESE Tracking Sheets and Bi-monthly MTSS.
Monthly MTSS	MTSS Coordinator, Admin, Coaches, and School Counselor	05/25/2022	N	Monthly	MTSS Tracking Form
Track Students on Data Wall	Teachers	05/25/2022	N	Quarterly	Leadership meeting to review data.

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Implementation of research-based materials being used for instruction and monitoring of those research-based materials and best-practices being used for instruction.	Teachers, Coaches, Admin	05/25/2022	Y	Daily	PLC Agendas, Rigor Walk Trend Tracker Data, Walkthroughs
Closely monitor attendance and tardies.	School Counselor, School Social Worker	05/25/2022	N	Weekly	Early Warning Report, Truancy List, Daily Sign - In Logs
Item analysis on Common Assessments and bi-weekly lowest 30% support staff data chats and review student's ESE support services and goals signed to meet student needs and grade level standards.	Teachers, Admin, ESE, ELL, Instructional Coaches, and Interventionists, Staffing Facilitator	05/25/2022	N	Bi-Weekly	Grade level PLCs, Team Item Analysis Data Sheets, Grade Level Data Sheets, ESE Tracking Sheets and Bi-Weekly ESE Support Data Chat meetings, ESE tracking sheets.
Monthly MTSS	MTSS Coordinator, Admin, coaches, and School Counselor	05/25/2022	N	Monthly	MTSS Tracking Form
Track iReady minutes, lesson standards, and lessons passed, and intense monitoring and tracking of research-based instruction, services and supports provided to Lowest 30% by ELL, ESE, and Interventionists.	Teachers, Admin, ESE, ELL, Interventionists	05/25/2022	N	Weekly	iReady Reports, Google Tracking Form, Walkthroughs, and Trend-Tracker data.

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Implementation of research-based materials being used for instruction and intense monitoring and tracking of research-based materials and best-practices being used for instruction, as well as services and supports provided to lowest 30% by ELL, ESE, and Interventionists.	Teacher, Coaches, Admin, ESE, ELL, Interventionists	05/25/2022	Y	Weekly	PLC Agendas, Rigor Walk Trend-Tracker Data, Walk-Throughs
Item Analysis on Common Assessments and Bi-Weekly Lowest 30% support staff data chats to review student's ESE support services and goals aligned to meet student needs and grade level standards.	Teachers, Admin, ESE, ELL, Instructional Coaches, and Interventionists, Staffing Facilitator	05/25/2022	N	Bi-Weekly	Grade Level PLCs, Team Item Analysis Data Sheets, Grade Level Data Sheets, Bi-Weekly ESE Support Data
Closely monitor attendance and tardies	School Counselor, School Social Worker	05/25/2022	N	Weekly	Early warning report, truancy list, daily sign-in logs
Track iReady Minutes, Lesson Standards, and Lessons Passed	Teachers, Admin, ELL, ESE, Interventionists	05/25/2022	N	Weekly	iReady Reports
Monthly MTSS	MTSS Coordinator, Admin, Coaches, and School Counselor	05/25/2022	N	Monthly	MTSS Tracking Form

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Small group reading support for tiered students using research based materials for instruction.	Teachers, Coaches	05/25/2022	Y	Weekly	Walkthroughs, evidence in lesson plans
Monitoring of research based materials and best practices being used for instruction.	Teachers, Coaches, Admin	05/25/2022	N	Weekly	Tutorial Tracking Sheet

Elementary Essential Instructional Priority 2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Weekly Attendance Review/Truancy Committee Meetings	Admin, School Counselor, Social Worker	05/25/2022	N	Weekly	Early Warning Report, Truancy List, Daily Sign-in Logs
Daily Attendance Cart to encourage/increase student daily attendance and on-time arrival	Admin	05/25/2022	N	Daily	Early Warning Report, Truancy List, Daily Sign-In Logs

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School Safety	Monthly School Safety Meetings	Safe Team	05/25/2022	N	Monthly	Safe Team Agendas

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Increased parent communication and social media	Admin, Teachers	05/25/2022	N	Weekly	Parent surveys, increased participation
Family Involvement Events	Family Involvement Committed	05/25/2022	N	Monthly	Event Sign-In Logs, Reflections

Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
PRIMES Math classes	Teachers, Coaches	05/25/2022	N	Daily	iReady Data, Weekly Common Assessments
Talent Development and our Career & Creativity Studio	Teacher of the Gifted, Instructional Coach, and Paraprofessional	05/25/2022	Y	Weekly	iReady Data, Weekly Common Assessments
Arts & Extracurricular Activities	Arts Teachers	05/25/2022	N	Weekly	Diverse student rosters, weekly extracurricular activities/clubs

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Increased long range planning for implementation of program	5th Grade Teachers, Coaches, Admin	05/25/2022	y	Weekly	Program Completion
Incentivize student completion of the program.	5th Grade Teachers, Coaches, Admin	05/25/2022	N	Weekly	Program Completion

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

Major racial and ethnic groups (Black)

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Midway Elementary has weekly Discipline and Conditions for Learning meetings to discuss the weekly data and create alternative discipline actions to address the current needs. Our behavior support team; Behavior Support Teacher, School Counselor, School Social Worker, MHC, our Staffing Specialist, and Administration observe and develop behavior plans, strategies, and professional development for our teachers to implement in order to support our students.

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ESE teachers and support will be assigned by content area to serve students K - 5. Administration will monitor ESE instruction bi-weekly through meetings and evidence of instruction. Midway Elementary School of the Arts has been assigned a School Staffing Facilitator to review IEPs and compliance.	ESE Teachers, Administration, School Staffing Facilitator	05/25/2022	Y	Daily	ESE tracking logs, iObservation Actionable Feedback, iReady ESE Groupings

Action Plan

2nd Finding

Major racial and ethnic groups (Black)

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Represent diverse masterworks through our Artful Learning Curriculum, as well as represent diverse identities throughout the Content Areas.	Teachers, Arts, Instructional Coaches, Admin	05/25/2022	Y	Daily	Lesson Plans, Student Products
Ongoing staff trainings with Pernell Bush, LCSW (Community Partner) and SCPS Restorative Practices. Along with communication with our Community Partners, the Midway Coalition.	Administration	05/25/2021	Y	Monthly	Learning Logs, Agendas
Tracking attendance and tardies to ensure students attend school daily.	School Social Worker, School Guidance Counselor	05/25/2022	N/A	N Weekly	Truancy lists, process, and communication logs.

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

School administrators communicate expectations for all school personnel to share responsibility for all students in their building and consider all SWD's as general education students first.	Fully
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Specials, electives, and career technical education teachers have regularly scheduled opportunities to consult with ESE teachers and related service providers to implement strategies that support the learning of ALL SWD's in general education classrooms and natural contexts.	Partially Beginning
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All paraprofessionals received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.	Partially Almost
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Action Plan

Indicator 1

School administrators communicate expectations for all school personnel to share responsibility for all students in their building and consider all SWD's as general education students first.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administrators review staff schedules to ensure all personnel have opportunities to support all students.	Admin	05/25/2021	N	Monthly	Teacher and staff schedules, student increased achievement using iReady and common assessments.

Indicator 2

Specials, electives, and career technical education teachers have regularly scheduled opportunities to consult with ESE teachers and related service providers to implement strategies that support the learning of ALL SWD's in general education classrooms and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Specials, Electives, and career technical education teachers have regularly scheduled opportunities to consult with ESE teachers and service providers to implement learning of all SWDs in their classes.	Arts Teachers, Support Staff, Staffing Facilitator, Admin, Interventionists	05/25/2021	N	Monthly	Increased achievement using iReady and common assessments

Indicator 3

All paraprofessionals received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All paraprofessionals will receive PD that includes clear descriptions of their work responsibilities and strategies for providing support to providing support to SWDs in general education classrooms.	Paras, ESE teachers, Staffing Facilitator Admin	05/25/2021	Y	Monthly	PD Learning Logs

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Restorative Practices Training and Sustainable SEL Training	Social Emotional	08/06/2021; 10/08/2021; Fall 2021	Students can self-regulate emotions to stay in class for instruction; Decreased student discipline referrals and provide teachers with social emotional and mindfulness tools and techniques to support trainings.	School-wide	100	Admin and Student Support Team
iReady Phonics Training	Lowest 30%, Tiered Students, Level 1s and 2s	09/22/2021	Fill academic gaps in Grades 2 - 5 with phonics instruction to increase reading fluency and comprehension	Grades 2 - 5 teachers, ESE/ELL Support, Interventionists, Coaches	45	Reading Instructional Coach
iReady Next Steps Training	Lowest 30%, Tiered Students, Level 1s and 2s	TBD	Fill academic gaps in Grades K - 5 to increase reading fluency and comprehension and mathematics instruction.	School - Wide	100	Admin, Instructional Coaches
DreamBox Mathematics Support Training	Lowest 30%, Tiered Students, Level 1s and 2s	Fall 2021	Fill academic gaps in Grades K - 5 for mathematics instruction	School-Wide	100	Admin, Instructional Coaches

LSI Tools & Techniques Training	Lowest 30%, Tiered Students, Level 1s and 2s	Ongoing	Research based instructional strategies to increase student achievement and meet rigor of standards.	School - wide	100	Admin, Instructional Coaches
Restorative Practices Training	Social Emotional	08/06/2021 and 10/08/2021	Students can self-regulate emotions to stay in class for instruction; Decreased student discipline referrals	School-wide	100	Admin
Sustainable SEL Training	Social Emotional - All students	Fall 2021	Provide teachers with social emotional and mindfulness tools and techniques to support trainings.	School-wide	100	Admin, Student Support Team
Conditions for Learning Training	All Students	Ongoing	Meaningful strategies to increase student achievement and create a safe and productive learning environment.	School - wide	100	Admin, Instructional Coaches
Artful Learning	Advanced Opportunities All Students	Ongoing	Increased collaboration and higher level thinking skills in all content areas resulting in higher academic results	School-wide	100	Admin, instructional Coaches
Restorative Practices Training	ESSA	08/06/2021 and 10/08/2021	Restorative Practices will provide teachers with skills, strategies, and techniques to support student behaviors to allow for maximum instruction time.	Teachers, Staff, Administration	100	Administration

ESE & Special Area Teacher PLC	BPIE #2	TBD	Professional development will allow teachers to collaborate on the best courses of action to meet SWD needs based on student data	Special Area teachers, ESE teachers	25	ESE Teachers, Support Staff, Staffing Facilitator
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Trauma Training	BPIE #2 and #3	June 2021 and 08/06/2021	Training will allow for teachers to recognize best practices for assisting students with trauma in the classroom to best support their learning and social emotional well being.	School - Wide	100	School Mental Health Counselor, Outside Trauma Training
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