

Seminole County Public Schools

# MIDWAY ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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# School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

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

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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Midway Elementary School of the Arts provides a unique environment for learning and creativity by integrating academics and the arts to grow the whole child.

#### Provide the school's vision statement

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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!

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Mallory Lambert

##### Position Title

Principal

##### Job Duties and Responsibilities

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- Schoolwide Expectations
- Instructional Supervision/Evals
- Admin Supervision/Evals
- PLCs (All)
- SIP
- Team Leaders Meetings
- Student Study Meetings

- Leadership Team Meetings
- Curriculum Project
- Behavior Coaching Academy
- Resource Schedules (SLPs, ESE, Gifted, ESOL, Support Staff)
- Staff Hiring/HR/Interns
- Class Lists
- School Budgets
- Gifts of Time
- PTA/SAC/Coalition
- Business Partners
- School Fundraising
- Extended Contract
- Discipline Decision Maker
- Teacher/Staff Member of the Month

## **Leadership Team Member #2**

### **Employee's Name**

Tabasha Frederick

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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- Instructional Supervision/Evals
- ELA PLCs
- MTSS
- Duty Schedules
- Frontline
- Field Trips
- Certifications/Induction
- Tutorial
- Professional Development
- MWES Google Drive
- Alternative Assignment
- Libib Classroom Library
- Title IX
- Summer Learning Camp
- Parent-Teacher Conference Forms

- Team Leader Notes
- Staff List/Map
- Good Cause
- School Calendar
- Staff Newsletter
- Discipline Decision Maker Backup

### **Leadership Team Member #3**

**Employee's Name**

Timothy Van Hoven

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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- Instructional Supervision/Evals
- Math/Science PLCs
- Facilities
- Marquee
- Website
- Tech Support
- Book Fair
- Data Analysis
- School Facebook
- Weekly Parent Newsletter
- School Messenger
- Attendance/Truancy
- Kinder Camp
- Report Cards/Progress Reports
- Severe Weather
- Media Center
- Inventory
- Teacher of the Year
- Staff Favorites

### **Leadership Team Member #4**

**Employee's Name**

Erin Magnani

**Position Title**

School Administration Manager

**Job Duties and Responsibilities**

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- Non-Instructional Supervision/Evals
- Testing Coordinator
- Threat & Safety Compliance
- Master Schedule
- Early Release Schedules
- Title I Liaison
- Picture Day
- Health Screenings
- Stakeholder Surveys
- Awards Ceremonies
- Transportation
- Teach-In
- Physics Bus
- Textbooks
- Surplus
- Red Ribbon Week
- Spelling Bee
- Student Incentives
- Employee of the Year

**Leadership Team Member #5**

**Employee's Name**

Stephanie Mercillott

**Position Title**

3-5 ELA Coach

**Job Duties and Responsibilities**

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- 3-5 ELA PLCs
- 3-5 Social Studies Support
- MTSS 3-5 ELA
- SRD 3-5
- Print Solutions Approval for 3-5 ELA/Social Studies



- Literacy Week
- Portfolios

## **Leadership Team Member #6**

### **Employee's Name**

Dr. Michelle Phillips

### **Position Title**

K-2 ELA Coach

### **Job Duties and Responsibilities**

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- K-2 ELA PLCs
- K-2 Social Studies Support
- MTSS K-2 ELA
- SRD K-2
- Print Solutions Approval for K-2 ELA/Social Studies
- Literacy Week
- Fast Track Phonics
- UFLI

## **Leadership Team Member #7**

### **Employee's Name**

Carrene Campbell

### **Position Title**

3-5 Math/Science Coach

### **Job Duties and Responsibilities**

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- 3-5 Math/Science PLCs
- MTSS 3-5 Math
- SMD 3-5
- Print Solutions Approval for 3-5 Math/Science
- Math Competition
- Safety Patrols
- i-Ready Champion

## Leadership Team Member #8

### Employee's Name

Nicole Forrest

### Position Title

K-2 Math Coach

### Job Duties and Responsibilities

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- K-2 Math PLCs
- K-2 Science Support
- MTSS K-2 Math
- SMD K-2
- Print Solutions Approval for K-2 Math/Science

## Leadership Team Member #9

### Employee's Name

Kaitlyn Jones

### Position Title

Arts Coach

### Job Duties and Responsibilities

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- Artful Learning
- Showcases
- Productions
- Dinner Theater
- Magnet Events
- Arts PLCs
- Squads
- Morning News
- Magnet Award Application

## Leadership Team Member #10

### Employee's Name

Eleanor Wadley

### Position Title

Behavioral Interventionist

### **Job Duties and Responsibilities**

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- Behavior/Discipline
- STEP Team
- PBIS
- PCM Reporting
- Bullying/HOPE Scholarship Contact
- Restorative Practices

### **Leadership Team Member #11**

#### **Employee's Name**

Payton Reichert

#### **Position Title**

Guidance Counselor

### **Job Duties and Responsibilities**

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- 504s
- Student Study Lead
- Student Counseling

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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As a leadership team, we were able to reflect on stakeholder surveys and our SAC/community meetings throughout the 2023-2024 school year. Leadership team members use this input to drive school improvement. The SIP is shared with all stakeholders during meetings (i.e. SAC, community, staff, leadership team, team leaders).

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SIP will be regularly monitored for effective implementation via monthly SAC meetings as well as staff meetings. Student achievement data will be monitored weekly during PLCs and data meetings will be held schoolwide after each district and/or state progress monitoring assessment. Progress towards our school goals will be discussed during PLCs and data meetings and revisions to the plan will immediately be made if progress is not sufficient. Each student subgroup will be closely monitored throughout the year, to ensure continuous improvement.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>87.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>85.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: C* 2021-22: B 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	3	34	36	33	37	31				174
One or more suspensions	0	8	8	12	10	18				56
Course failure in English Language Arts (ELA)	6	17	35	4	7	5				74
Course failure in Math	5	6	14	5	20	5				55
Level 1 on statewide ELA assessment				4	25	35				64
Level 1 on statewide Math assessment				4	16	46				66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	20	13	45						81
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	21	11	21	13					72

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	23	27	32	32	35				155

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	3		14						23
Students retained two or more times						0				0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.



**II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	48	66	57	44	61	53	48	65	56
ELA Grade 3 Achievement **	57	69	58	47	62	53			
ELA Learning Gains	51	62	60				61		
ELA Learning Gains Lowest 25%	58	55	57				64		
Math Achievement *	49	67	62	52	64	59	58	46	50
Math Learning Gains	47	64	62				71		
Math Learning Gains Lowest 25%	47	43	52				62		
Science Achievement *	41	68	57	43	65	54	47	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	63	75	61	45	77	59	81		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	461
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	51%	62%	47%		53%	47%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	2	
English Language Learners	39%	Yes	1	
Black/African American Students	46%	No		
Hispanic Students	50%	No		
Multiracial Students	45%	No		
White Students	69%	No		
Economically Disadvantaged Students	50%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	32%	Yes	1	
English Language Learners	45%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	53%	No		
Multiracial Students	57%	No		
White Students	67%	No		
Economically Disadvantaged Students	47%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	50%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	60%	No		
Native American Students				
Asian Students				
Black/African American Students	56%	No		
Hispanic Students	62%	No		
Multiracial Students	67%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	59%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	48%	57%	51%	58%	49%	47%	47%	41%					63%
Students With Disabilities	27%	23%	47%	50%	26%	42%	45%	23%					50%
English Language Learners	32%	10%	40%	45%	36%	50%							63%
Black/African American Students	41%	56%	49%	59%	42%	44%	42%	33%					
Hispanic Students	48%	46%	53%	57%	46%	46%	57%	38%					62%
Multiracial Students	47%		46%		42%	46%							
White Students	70%	78%	54%		80%	57%		72%					
Economically Disadvantaged Students	45%	54%	50%	57%	47%	45%	47%	38%					66%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	44%	47%			52%			43%					45%
Students With Disabilities	25%	31%			26%			21%					55%
English Language Learners	38%	50%			47%			20%					68%
Black/African American Students	35%	39%			42%			36%					
Hispanic Students	49%	51%			55%			44%					67%
Multiracial Students	50%				63%								
White Students	65%	59%			76%								
Economically Disadvantaged Students	40%	44%			48%			38%					66%



2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	48%		61%	64%	58%	71%	62%	47%					81%
Students With Disabilities	31%		58%	68%	35%	64%	65%	26%					
English Language Learners	56%		60%		56%	68%		38%					81%
Native American Students													
Asian Students													
Black/African American Students	43%		62%	69%	51%	69%	66%	35%					
Hispanic Students	54%		65%	50%	63%	71%	60%	56%					80%
Multiracial Students	61%		42%		83%	83%							
Pacific Islander Students													
White Students	50%		54%		63%	73%		56%					
Economically Disadvantaged Students	44%		61%	62%	56%	68%	57%	44%					83%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	56%	67%	-11%	55%	1%
Ela	4	46%	62%	-16%	53%	-7%
Ela	5	39%	63%	-24%	55%	-16%
Math	3	58%	69%	-11%	60%	-2%
Math	4	49%	64%	-15%	58%	-9%
Math	5	16%	43%	-27%	56%	-40%
Math	6	73%	67%	6%	56%	17%
Science	5	40%	65%	-25%	53%	-13%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

---

The data component that showed the most improvement was 3rd grade reading proficiency. New actions our school took in this area included new coaching staff and instructional expectations. We also increased the frequency of classroom walkthroughs with actionable feedback and provided strategic support in classrooms based on student achievement data. ELA teachers had the opportunity to collaborate each quarter via Vertical PLCs and observe each other's instruction via Instructional Rounds.

##### **Lowest Performance**

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

---

The data component that showed the lowest performance was science proficiency. The factors that contributed to this low performance included mid-year teacher changes and lack of implementing planned lessons with fidelity.

##### **Greatest Decline**

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

---

The data component that showed the greatest decline was sixth grade math proficiency (5th grade RAMP). The main factor that contributed to this decline was lack of implementing planned lessons with fidelity.

##### **Greatest Gap**

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.

---

The data component that had the greatest gap when compared to the state average was fifth grade math. The main factor that contributed to this decline was lack of implementing planned lessons with fidelity.

##### **EWS Areas of Concern**

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

---

Attendance and the number of students with a substantial reading deficiency are two areas of concern.

**Highest Priorities**

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

---

1. Math proficiency/gains
2. Science proficiency
3. Reading proficiency
4. SWD achievement
5. ELL achievement

## **B. Area(s) of Focus (Instructional Practices)**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA proficiency is an area of focus due to Midway being identified as a RAISE school with 4th and 5th grade having 52% and 60% of students scoring below grade level. ELA proficiency helps students develop critical thinking skills and enhances their overall academic success.

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

Consistently implementing benchmark-aligned instruction with fidelity.

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

Consistently implementing benchmark-aligned instruction with fidelity.

#### **Grades K-2: Measurable Outcome(s)**

At least 62% of students in each grade level K-2 will achieve an on grade level placement by i-Ready Diagnostic 3.

#### **Grades 3-5: Measurable Outcome(s)**

The number of students in grades 3-5 that score a Level 3 or above on FAST PM3 will increase by at least six percentage points (54% or higher).

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through PLCs, progress monitoring data, and classroom walkthroughs.

#### **Person responsible for monitoring outcome**

Mallory Lambert

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong evidence).

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

ELA PLCs

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA coaches will facilitate weekly ELA PLCs with each grade level to ensure planning is benchmark-aligned and rigorous. PLC agendas will be used to document each PLC. Benchmark data will be analyzed each week in PLCs and instruction will be adjusted as needed.

**Action Step #2**

ELA Classroom Walkthroughs

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration and ELA coaches will walk ELA classrooms weekly and provide teachers with actionable feedback. This action step will be monitored via a classroom walkthrough spreadsheet.

**Action Step #3**

Small Group Instruction

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

K-5 reading teachers will implement quality skill-based small group instruction daily for each student. SCPS' K-5 reading assessments flowchart will be followed and data gained from these assessments will be used to form decoding, fluency and comprehension groups.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math proficiency is an area of focus due to a decline in math proficiency (49%) and poor learning gains (47%). Math proficiency helps students develop problem-solving skills and enhances their number sense.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

At least 62% of students in each grade level K-2 will achieve an on grade level placement by i-Ready Diagnostic 3. The number of students in grades 3-5 that score a Level 3 or above on FAST PM3 will increase by at least five percentage points (54% or higher).

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through PLCs, progress monitoring data, and classroom walkthroughs.

**Person responsible for monitoring outcome**

Mallory Lambert

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

**Rationale:**

All the listed interventions have research-based evidence for efficacy.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Math PLCs

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Math coaches will facilitate weekly math PLCs with each grade level to ensure planning is benchmark-aligned and rigorous. PLC agendas will be used to document each PLC. Benchmark data will be analyzed each week in PLCs and instruction will be adjusted as needed.

**Action Step #2**

Math Classroom Walkthroughs

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration and math coaches will walk math classrooms weekly and provide teachers with actionable feedback. This action step will be monitored via a classroom walkthrough spreadsheet.

**Action Step #3**

Fact Tactics Fluency Program

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**



Grades 3-5 will implement the Fact Tactics fluency program to support students in developing a deep understanding of multiplication by emphasizing procedural fluency to develop automaticity in mathematics.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Science**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Science proficiency is an area of focus due to a decline in science proficiency (41%). Science proficiency helps students conduct investigations/experiments to develop claims supported by evidence and reasoning.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The number of students in fifth grade that score a Level 3 or above on SSA will increase by at least 13 percentage points (54% or higher).

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This area of focus will be monitored through PLCs, progress monitoring data, and classroom walkthroughs.

#### **Person responsible for monitoring outcome**

Mallory Lambert

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Science PLCs

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The science coach will facilitate weekly science PLCs with grades 3-5 to ensure planning is benchmark-aligned and rigorous. PLC agendas will be used to document each PLC. Benchmark data will be analyzed each week in PLCs and instruction will be adjusted as needed.

**Action Step #2**

Science Classroom Walkthroughs

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration and science coach will walk science classrooms weekly and provide teachers with actionable feedback. This action step will be monitored via a classroom walkthrough spreadsheet.

**Action Step #3**

Hands-On Science Experiments

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

K-5 science teachers will implement weekly science experiments to enhance student motivation/engagement, understanding of concepts and retention of information.

**Action Step #4**

Florida Science Program

**Person Monitoring:**

**By When/Frequency:**

Mallory Lambert

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

K-5 science teachers will implement the Florida Science program resources to support students' mastery of critical communication skills and science concepts. There will be an explicit focus on standards progression using prerequisites, a purposeful lesson structure that promotes deep conceptual understanding, and robust practice and assessment resources.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

SWD achievement is an area of focus due to an identified achievement gap (Federal Index Score 37%). Students with disabilities should be provided with scaffolded instructional strategies in addition to their accommodations and services to minimize their learning gaps.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The SWD subgroup will achieve a Federal Index Score of 41% or higher on FAST PM3.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This area of focus will be monitored through data meetings and service fidelity checks.

**Person responsible for monitoring outcome**

Mallory Lambert

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Review ESE Schedules

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

August 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will meet with ESE teachers to review their student support schedules to ensure students are receiving required services and not missing core instruction from their classroom teacher.

**Action Step #2**

Service Fidelity Checks

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will conduct regular classroom visits to ensure that services are being implemented effectively, meeting student needs, and adhering to best practices.

**Action Step #3**

Data Meetings

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will facilitate data meetings with ESE teachers to monitor effectiveness of services and make adjustments as needed to ensure SWD achievement.

**Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to English Language Learners (ELL)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

ELL achievement is an area of focus due to an identified achievement gap (Federal Index Score of 39%). English Language Learners should be provided with scaffolded instructional strategies in addition to their accommodations and services to minimize their learning gaps.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The ELL subgroup will achieve a Federal Index Score of 41% or higher on FAST PM3.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This area of focus will be monitored through data meetings and service fidelity checks.

**Person responsible for monitoring outcome**

Mallory Lambert

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Review ELL Schedules

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

August 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will meet with ESOL teachers to review their student support schedules to ensure students are receiving required services and not missing core instruction from their classroom teacher.

**Action Step #2**

Service Fidelity Checks

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will conduct regular classroom visits to ensure that services are being implemented effectively, meeting student needs, and adhering to best practices.

**Action Step #3**

Data Meetings

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will facilitate data meetings with ESOL teachers to monitor effectiveness of services and make adjustments as needed to ensure ELL achievement.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Student attendance is an area of focus due to Midway being identified as an attendance focus school with 35% of our students missing 15 or more days of school. Student attendance is a key factor in student achievement.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The number of students who miss 15 or more days of school will decrease by at least five percentage points to 30%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This area of focus will be monitored through weekly attendance meetings with the school-based attendance/truancy team.

**Person responsible for monitoring outcome**

Mallory Lambert

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

**Rationale:**

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement:

#### Action Step #1

Regularly review attendance data and take corrective actions as needed

#### Person Monitoring:

Mallory Lambert

#### By When/Frequency:

Weekly

#### Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school-based attendance/truancy team will meet each week to review student attendance data. The team will identify focus students/families and follow up with each family (i.e. phone calls, emails, home visits).

#### Action Step #2

Implement incentives for regular attendance

#### Person Monitoring:

Mallory Lambert

#### By When/Frequency:

Daily

#### Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each day, student numbers will be drawn at random, and students who are present will receive a reward from the attendance cart. Additionally, school-wide field trips will be organized twice a year to recognize students with consistent attendance. Classroom teachers will monitor attendance and reward classes that achieve 10 days of perfect attendance. At the end of each semester, students with perfect attendance will be celebrated with awards.

## Area of Focus #2

Teacher Retention and Recruitment

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Teacher retention and recruitment is an area of focus to ensure quality instruction for our students and to build a positive culture and environment. This was chosen as an area of focus based on our Panorama climate survey results from last year where only 52% of teachers shared that they feel connected to other adults at our school.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The percentage of teachers who feel connected to other adults at our school will increase to at least 62%.



**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This area of focus will be monitored through the Panorama climate survey results.

**Person responsible for monitoring outcome**

Mallory Lambert

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Team Building Activities

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Team building activities will be facilitated monthly to help adults feel more connected to each other on campus.

**Action Step #2**

Teacher and Staff Member of the Month

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Each month, a teacher and a staff member will be nominated, selected, and celebrated for their outstanding contributions.

**Action Step #3**

Principal Lunch Bunch

**Person Monitoring:**

Mallory Lambert

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Each team will have the opportunity to sign up for a special lunch with the principal.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

---

The school plans to strengthen the academic program by having coaches facilitate PLCs to ensure instruction is benchmark-aligned and rigorous. The school plans to monitor the fidelity of instruction via weekly classroom walkthroughs with actionable feedback.

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

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or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success. During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

---

We have a District Mental Health Counselor, Guidance Counselor and School Social Worker who provide counseling to our students as needed. They also work with families to refer families to outside agencies as needed. Midway is a Restorative Practices and PBIS school. We incorporate social skills lessons into our classrooms using the Overcoming Obstacles curriculum each Wednesday. Students are assigned a mentor/trusted adult to provide an additional layer of support as needed.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

---

Midway Elementary School of the Arts has transformed our Media Center into a Room of Opportunity, Creativity, and Knowledge. Students can build awareness through literacy, the arts, and STEAM. Students are exposed to several arts. Midway partners with Orlando Ballet to provide master classes on a variety of performing arts techniques.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

The Student Code of Conduct for Midway Elementary School of Arts is a direct reflection of values, definitions, and matrices held by Seminole County Public Schools. With the use of our PBIS system, it reduces acts of suspensions and expulsions across campus. The Behavior Interventionist provides a flow chart system to all teachers that illustrate Tier 1, 2, and 3 interventions that can be provided to students in the classroom. This school-wide system provides further information on consistent interventions that are provided by either the teacher or administrator. EdInsight is the formal system that we use to share updates on student behavior through data collection and tracking for at least six weeks as we adhere to appropriate behavior plans.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

---

Teachers participate in professional learning on a variety of topics throughout the year including best practices, student engagement, small group instruction, Fast Track, UFLI, BEST Summer Ever, i-Ready, Behavior Coaching Academy, Artful Learning, etc.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

---

Students in VPK visit Kindergarten classrooms at the end of the year to experience Kindergarten. During the summer, students entering Kindergarten or new to Midway are invited to a special Roadrunner Round-Up event where future students and their families are prepared for success. Incoming Kindergarten students are also invited to Kinder Camp to build kindergarten readiness skills.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

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

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

In the area of literacy, performance data from FAST and i-Ready in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**



BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00