



Seminole County Public Schools

MIDWAY ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Midway Elementary School of the Arts is a vibrant, inclusive learning community where all students are empowered to reach their fullest potential—academically, socially, emotionally, and creatively. In a safe, supportive, and engaging environment, students are challenged with rigorous, standards-based tasks that promote problem-solving, collaboration, and real-world application through the integration of the arts.

Our dedicated staff works collaboratively in professional learning communities to design high-quality instruction that fosters critical thinking and verbal and written communication. Through strong partnerships with families and the community, we ensure that every child has access to enrichment, intervention, and the tools needed to thrive.

At Midway, we believe every child *can* and *will* succeed—and we celebrate learning as a shared journey, united as one school family.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Aimee Padilla

aimee_padilla@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The Principal provides the school-based leadership required to sustain a focus on improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. The principal role includes:: SIP, Low Quartile, MTSS, SST, Teacher Feedback, PBIS, Emergency Response, Teacher/Staff Evaluations, PDs, PLCs, PTA, Budget, SAC, Communications for stakeholders.

Leadership Team Member #2**Employee's Name**

Tabasha Frederick

tabasha_frederick@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal provides the school-based leadership required to sustain a focus on improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.

The assistant principal role includes: a Focus on ELA instruction, SIP, Low Quartile, MTSS, SST, Teacher Feedback, PBIS, Teacher/Staff Evaluations, PDs, PLCs, and Communications for stakeholders.

Leadership Team Member #3**Employee's Name**

Timothy Van Hoven

timothy_vanhoven@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal provides the school-based leadership required to sustain a focus on improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.

The assistant principal role includes: a Focus on Math/Science instruction, SIP, Low Quartile, MTSS, SST, Teacher Feedback, PBIS, Teacher/Staff Evaluations, PDs, PLCs, and Communications for

stakeholders.

Leadership Team Member #4

Employee's Name

Gwendolin Burgard

burgargz@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Collaborate with the school leadership team to support facilities, general operations, including safety protocols.

Leadership Team Member #5

Employee's Name

Stephanie Mercillott

stephanie_suarez@scps.k12.fl.us

Position Title

Instructional Coach, ELA

Job Duties and Responsibilities

Collaborate with the school leadership team to plan and implement a consistent program of improving reading achievement using evidence based reading strategies and interventions designed in the science of reading. Collect and use data on instructional practices to inform and implement professional learning activities for staff.

Leadership Team Member #6

Employee's Name

Carrene Campbell

carrene_campbell@scps.k12.fl.us

Position Title

Instructional Coach, Math/Science

Job Duties and Responsibilities

Collaborate with the school leadership team to plan and implement a consistent program of improving math/science achievement using evidence based math strategies and interventions focusing on conceptual and procedural knowledge acquisition. Collect and use data on instructional practices to

inform and implement professional learning activities for staff.

Leadership Team Member #7

Employee's Name

Nicole Forrest

nicole_forrest@scps.k12.fl.us

Position Title

Instructional Coach, Math

Job Duties and Responsibilities

Collaborate with the school leadership team to plan and implement a consistent program of improving math/science achievement using evidence based math strategies and interventions focusing on conceptual and procedural knowledge acquisition. Collect and use data on instructional practices to inform and implement professional learning activities for staff.

Leadership Team Member #8

Employee's Name

Beth Zabel

zabelba@scps.k12.fl.us

Position Title

MTSS Coach

Job Duties and Responsibilities

Collaborate with the school leadership team to plan MTSS and implement a consistent program of improving interventions using evidence based resource. Collect and use data on instructional practices to inform and implement professional learning activities for staff.

Leadership Team Member #9

Employee's Name

Kaitlyn Jones

tomskz@scps.k12.fl.us

Position Title

Magnet/Arts Instructional Coach

Job Duties and Responsibilities

Collaborate with the school leadership team to plan and implement a consistent program offering opportunities in the arts for student success.

Leadership Team Member #10

Employee's Name

Irene Schmidbauer

schmidiz@scps.k12.fl.us

Position Title

Certified School Counselor

Job Duties and Responsibilities

Assist school personnel, parents, and students with relevant educational and personal/social goals and planning. Develop and provide an effective comprehensive guidance and counseling program to serve the needs of all students.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

As a leadership team, we were able to reflect on stakeholder surveys and our SAC/community meetings throughout the 2024-2025 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).

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	85.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	50	114	106	130	101	110				611
Absent 10% or more school days	2	22	19	23	11	17				94
One or more suspensions	0	9	9	10	12	12				52
Course failure in English Language Arts (ELA)	1	19	38	22	14	5				99
Course failure in Math	1	15	24	23	8	13				84
Level 1 on statewide ELA assessment	0	1	25	48	17	18				109
Level 1 on statewide Math assessment	0	1	18	41	14	20				94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	10	24	33	25	2				95
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	32	20	24	0	7				84

Current Year 2025-26

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	1	26	40	52	29	23				171

Current Year 2025-26

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	1	1	1	14	0	0				17
Students retained two or more times	0	0	0	1	1	1				3

Prior Year (2024-25) 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	3	34	36	33	37	31				174
One or more suspensions		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

Prior Year (2024-25) 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	6	23	27	32	32	35				155

Prior Year (2024-25) 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	6	3		14						23
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	68	59	48	66	57	44	61	53
Grade 3 ELA Achievement	58	71	59	57	69	58	47	62	53
ELA Learning Gains	50	63	60	51	62	60			
ELA Lowest 25th Percentile	52	56	56	58	55	57			
Math Achievement*	53	69	64	49	67	62	52	64	59
Math Learning Gains	57	65	63	47	64	62			
Math Lowest 25th Percentile	37	47	51	47	43	52			
Science Achievement	43	68	58	41	68	57	43	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	58	73	63	63	75	61	45	77	59

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

**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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	462
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	51%	51%	62%	47%		53%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	46%	No		
English Language Learners	57%	No		
Black/African American Students	43%	No		
Hispanic Students	55%	No		
Multiracial Students	63%	No		
White Students	69%	No		
Economically Disadvantaged Students	48%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	54%	58%	50%	52%	53%	57%	37%	43%					58%
Students With Disabilities	38%	37%	62%	67%	43%	53%	37%	27%					50%
English Language Learners	48%	47%	59%	73%	47%	62%	60%						58%
Black/African American Students	45%	46%	48%	47%	45%	52%	31%	27%					
Hispanic Students	56%	56%	47%	59%	56%	61%	47%	55%					59%
Multiracial Students	58%	75%	62%		57%	62%							
White Students	73%	83%	57%		67%	68%		68%					
Economically Disadvantaged Students	50%	51%	48%	52%	49%	56%	37%	38%					55%

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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	69%	-14%	57%	-2%
ELA	4	63%	67%	-4%	56%	7%
ELA	5	41%	64%	-23%	56%	-15%
Math	3	48%	70%	-22%	63%	-15%
Math	4	59%	69%	-10%	62%	-3%
Math	5	8%	46%	-38%	57%	-49%
Math	6	92%	71%	21%	60%	32%
Science	5	41%	66%	-25%	55%	-14%

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 student attendance with an 8% reduction in students with 10 or more unexcused absences. This improvement was driven by weekly attendance meetings, proactive parent communication, the use of an attendance cart, and incentive-based strategies to increase student engagement. English Language Arts performance improved by 6% and Math performance improved by 4%, supported by a strengthened focus on core instruction, benchmark-aligned planning, increased teacher accountability, strategic interventions, common planning time, and consistent district support.

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 lowest performance was observed in Math Learning Gains for the Lowest Quartile, primarily due to challenges with teacher fidelity to instruction, inconsistent teacher attendance, staffing changes, and the ongoing development of content knowledge. Science proficiency also remained low, with limited teacher fidelity to the state standards identified as a contributing factor.

Greatest Decline

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

The greatest decline from the prior year was seen in the area of behavior, with an increase in behavior referrals. This decline is attributed to the inconsistent implementation of the Behavior Coaching Academy's plans and systems.

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.

Grade 5 Math showed the greatest gap compared to the state average, with 8% proficiency versus the state's 57%. Contributing factors included staffing challenges, inconsistent instructional fidelity, and ineffective class grouping.

EWS Areas of Concern

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

Behavior and 5th Grade Math are two areas of concern.

Highest Priorities

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

1. Behavior
2. Math proficiency/gains
3. Science proficiency
4. ELA proficiency/gains (with additional focus on SWD Subgroup)

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

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.

ELA proficiency has been identified as a key area of focus at Midway, as the school has been designated a RAISE school. Current data indicates that 50% of Grades K, 2, and 5 students are performing below grade level in ELA. Improving proficiency in ELA is essential, as it supports the development of critical thinking skills and contributes significantly to overall academic achievement.

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

Instructional practices will prioritize benchmark-aligned instruction through the use of UFLI, targeted small group differentiation, ongoing monitoring for learning, and enhanced student engagement strategies.

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

Instructional practices will prioritize benchmark-aligned instruction through the use of collaborative core, targeted small group differentiation, ongoing monitoring for learning, and enhanced student engagement strategies.

Grades K-2: Measurable Outcome(s)

At least 62% or higher of students in each grade level K-2 will achieve an on-grade-level placement by FAST/STAR PM3.

Grades 3-5: Measurable Outcome(s)

At least 62% or higher of students in each grade level 3-5 will achieve an on-grade-level placement by FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

This focus area will be monitored through Professional Learning Communities (PLCs), analysis of progress monitoring data, and ongoing classroom walkthroughs.

Person responsible for monitoring outcome

Instructional Coaches, Administration, Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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) FastForward (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

Rationale:

ELA-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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ELA PLCs

Person Monitoring:

Instructional Coaches, Administration, Teachers

By When/Frequency:

Weekly

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

The ELA Instructional Coach will facilitate weekly ELA PLCs with each grade level to ensure instructional planning is aligned with benchmarks and maintains a high level of rigor. PLC agendas

will serve as documentation for each session. Benchmark data will be reviewed weekly during PLCs, and instructional strategies will be adjusted accordingly based on the analysis.

Action Step #2

ELA Classroom Walkthroughs

Person Monitoring:

Instructional Coaches, Administration, Teachers

By When/Frequency:

Weekly

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

School administration and the instructional Coach will conduct weekly walkthroughs of ELA classrooms, providing teachers with timely, actionable feedback. A classroom walkthrough spreadsheet will be used to monitor and document this process. In addition, the team will use the instructional priorities walkthrough tool to focus on the areas of benchmark-aligned instruction, monitoring for learning, student engagement, and conditions for learning.

Action Step #3

Small Group Instruction

Person Monitoring:

Instructional Coaches, Administration, Teachers

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 deliver daily, high-quality, skill-based small group instruction tailored to each student's needs. Instructional groupings for decoding, fluency, and comprehension will be informed by data collected through the SCPS K–5 Reading Assessments Flowchart, which will be followed with fidelity.

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

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.

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

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

Measurable Outcome

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.

By the FAST/STAR PM3 assessment, at least 62% of students in grades K–2 will achieve on-grade-level placement. Additionally, the percentage of students in grades 3–5 scoring Level 3 or above on FAST PM3 will increase by a minimum of seventeen percentage points, reaching 62% or higher.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through collaborative PLC meetings, analysis of progress monitoring data, and regular classroom walkthroughs.

Person responsible for monitoring outcome

Instructional Coaches, Administration, Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based on their individual areas of need: i-Ready, SAVVAS enVision Math Diagnostic and Intervention System, and the Seminole Numeracy Project.

Rationale:

Each of the listed interventions is supported by research-based evidence demonstrating their effectiveness.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Math PLCs

Person Monitoring:**By When/Frequency:**

Instructional Coaches, Administration, Teachers Weekly

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

Math coaches will lead weekly PLCs with each grade level to ensure instructional planning is both benchmark-aligned and rigorous. Each session will be documented using PLC agendas. Benchmark data will be reviewed during PLCs on a weekly basis, and instructional practices will be adjusted accordingly to meet student needs.

Action Step #2

Math Classroom Walkthroughs

Person Monitoring:

Instructional Coaches, Administration, Teachers

By When/Frequency:

Weekly

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

Administrators and math instructional coaches will conduct weekly walkthroughs of math classrooms and provide teachers with actionable feedback. This process will be tracked and documented using a classroom walkthrough spreadsheet. In addition, the team will use the instructional priorities walkthrough tool to focus on the areas of benchmark-aligned instruction, monitoring for learning, student engagement, and conditions for learning.

Action Step #3

Fact Tactics Fluency Program

Person Monitoring:

Instructional Coaches, Administration, Teachers

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 building a strong conceptual understanding of multiplication, with a focus on developing procedural fluency and mathematical automaticity.

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

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.

Science proficiency has been identified as a focus area due to a recent decline, with current performance at 43%. Strengthening science proficiency is essential, as it equips students with the ability to conduct investigations and experiments, and to develop claims supported by evidence and logical reasoning.

Measurable Outcome

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 fifth-grade students scoring Level 3 or above on the SSA assessment will increase by a minimum of 11 percentage points, reaching 54% or higher.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This focus area will be monitored through ongoing PLC discussions, analysis of progress monitoring data, and regular classroom walkthroughs.

Person responsible for monitoring outcome

Instructional Coaches, Administration, Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Increase the efficacy and fidelity of science instruction.

Rationale:

Science proficiency has been identified as a priority area due to a recent decline in student performance, with the current proficiency rate at 43%. Enhancing science proficiency is critical because it empowers students to engage in scientific investigations and experiments, develop evidence-based claims, and apply logical reasoning skills. Strengthening these competencies not only supports academic achievement but also prepares students for future STEAM opportunities and informed citizenship.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Science PLCs

Person Monitoring:

Instructional Coaches, Administration, Teachers

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 lead weekly PLCs for grades 3–5 to ensure that instructional planning is both benchmark-aligned and rigorous. Each PLC session will be documented using agendas. Benchmark data will be reviewed weekly during PLCs, and instruction will be adjusted based on data-driven insights.

Action Step #2

Science Classroom Walkthroughs

Person Monitoring:

Instructional Coaches, Administration, Teachers

By When/Frequency:

Weekly

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

School administration and the science coach will conduct weekly walkthroughs of science classrooms, providing teachers with targeted, actionable feedback. This process will be tracked and monitored using a classroom walkthrough spreadsheet. In addition, the team will use the instructional priorities walkthrough tool to focus on the areas of benchmark-aligned instruction, monitoring for learning, student engagement, and conditions for learning.

Action Step #3

Hands-On Science Experiments

Person Monitoring:

Instructional Coaches, Administration, Teachers

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 conduct weekly science experiments to increase student engagement, deepen conceptual understanding, and improve information retention.

Action Step #4

Florida Science Program

Person Monitoring:

Instructional Coaches, Administration, Teachers

By When/Frequency:

Daily

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

K–5 science teachers will utilize the Florida Science program resources to support students in mastering essential communication skills and core science concepts. Instruction will emphasize standards progression through prerequisite skills, a deliberate lesson structure designed to foster deep conceptual understanding, and the use of comprehensive practice and assessment tools.

IV. Positive Learning 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 28% 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 22%.

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

Aimee Padilla-Principal, Timothy Van Hoven-Assistant Principal, Irene Schmidbauer-Guidance Counselor, Social Worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Regularly review attendance data and take corrective actions as needed.

Person Monitoring:

Aimee Padilla

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:

Aimee Padilla-Principal, Timothy Van Hoven-
Assistant Principal, Irene Schmidbauer-Guidance
Counselor, Social Worker

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. Classroom teachers will monitor attendance and reward classes that achieve 10 days of perfect attendance. At the end of each quarter, students will celebrate with attendance 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 5 Essentials survey results from last year where Midway earned a score of 7 "Very Weak" in the area of Collective Responsibility.

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 score of Collective Responsibility will increase to 60 "Strong".

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 5 Essentials survey results.

Person responsible for monitoring outcome

Aimee Padilla

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

SIP Committees/Positive Culture Committee

Person Monitoring:

Aimee Padilla

By When/Frequency:

Monthly

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

All teams will have a representative in a committee to strengthen stakeholders collected efficacy. Allows all staff to be accountable in school decisions. Data will be collected monthly through school based informal surveys as well as the 5 Essentials survey.

Area of Focus #3

Positive Behavior and Intervention System (PBIS)

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.

Instructional behavior achievement is an area of focus due to an identified need for social/emotional regulation. Student behavior significantly impacts learning by influencing classroom environment,

instructional time, and student engagement. Positive behavior supports a focused and respectful learning atmosphere, while disruptive behavior can lead to loss of instructional time, decreased student motivation, and lower academic 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.

Student behavior has been identified as a critical area of focus based on the analysis of prior year data, which revealed a high number of student referrals across grade levels. These referrals have negatively impacted instructional time and overall student learning. Specifically, last year's data showed that 21% of students in Kindergarten through fifth grade received at least one referral. To address this, the school aims to reduce the percentage of students receiving referrals by at least 10 percentage points in each relevant grade level by the end of the current academic year. This objective outcome will be monitored regularly to ensure progress and promote a positive learning environment.

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 systematic tracking of student referrals using behavior referral data collected weekly by administration and behavioral support staff. Regular data reviews will occur during Professional Learning Community (PLC) and MTSS meetings to identify trends, address emerging issues, and adjust interventions as needed. Additionally, classroom walkthroughs and teacher feedback will provide qualitative insights into behavior management practices and their effectiveness.

Ongoing monitoring will enable timely identification of behavioral challenges, allowing for targeted support and interventions that reduce disruptions and increase instructional time. By fostering a more positive and focused learning environment, these efforts are expected to improve student engagement, attendance, and academic achievement outcomes across all grade levels.

Person responsible for monitoring outcome

Miguel Lantigua-Behavior Interventionist, Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Overcoming Obstacles

Rationale:

Behavior was identified as a critical area of need based on a review of prior year data, which indicated increased incidents of disruptive behavior correlated with declines in student engagement and academic performance. This data highlights the necessity of addressing behavior to create an environment conducive to learning and to improve overall student outcomes.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Behavior Coaching Academy

Person Monitoring:

Behavior Coaching Academy Members

By When/Frequency:

May 2026

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

The Behavior Coaching Academy team will collaborate with teachers to implement effective positive behavior support strategies.

Action Step #2

Classroom walkthroughs

Person Monitoring:

Behavior Coaching Academy Members

By When/Frequency:

Weekly

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

The Behavior Coaching Team will use the Conditions for Learning checklist to identify strengths and areas of improvement in K-5 classrooms. In addition, the team will use the instructional priorities walkthrough tool to focus on the areas of conditions for learning.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

https://www.midway.scps.k12.fl.us/35360_1

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.midway.scps.k12.fl.us/title-i>

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Throughout the course of the school year, 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 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 status of the proposed activities that fall under the direction of DTL. Such activities/programs include split-funded teacher-on-assignment Program Specialists, Reading Eggs at Title I elementary schools, an incoming third grade summer learning program, a summer literacy bus, and additional teacher induction mentors at Title I schools with high numbers of new educators. These decisions may impact the Title I, Part A plan for the following 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 spans early December to late March for the upcoming school year, leadership from the Federal Projects and Resource development department collaborate with Title I school principals, and district-level leadership who oversee TIPA areas of focus, on developing Title I schoolwide plans which will best contribute to closing academic achievement gaps. As TIPA SWPs are being developed, Title I school principals may indicate from which departments they want support in the development and implementation of their plans: Alternative Programs, Career & Technical Education, ePathways, Early Learning/VPK, ESOL World Languages & Student Access, Families in Need, Federal Projects & Resource Development, Leadership Pathways, Student Assignment & Program Access, Student Support Services, Teaching and Learning. Such cross-departmental collaboration could include braiding Title I, Part A and IDEA funding to split-fund an ESE teacher, or Title I, Part A and Title III, Part A funds both supporting a supplemental English language acquisition program at a Title I school.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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. Additionally, our school has an Arts Coach. This Arts Coach ensures that all students have opportunities to experience the features/experiences that come with being an Arts Magnet school.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. Students can also take part in the production of the school's news program and digital tools courses.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers participate in professional learning on a variety of topics throughout the year including best practices, student engagement, small group instruction, Fast Track, UFLI, 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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