

Pinellas County Schools

MIDTOWN ACADEMY



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

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

Provide the school's vision statement

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

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

Keila Victor

victork@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Lead teachers and students, set goals and ensure students meet their learning objectives. Oversees the school's day to day operations means handling discipline matters, managing a budget and hiring teachers and other personnel.

Leadership Team Member #2

Employee's Name

Carlisa Mills

millsc@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Lead teachers and students, set goals and ensure students meet their learning objectives. Oversees the school's day to day operations means handling discipline matters, managing a budget and hiring teachers and other personnel.

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

Catherine Dupre

duprec@pcsb.org

Position Title

ELA Instructional Staff Developer

Job Duties and Responsibilities

Build the capacity of teachers and their understanding of instructional practices as they relate to the ELA lessons. Coaches are responsible for working with teachers to ensure high-quality instruction in classrooms through modeling, co-planning, coteaching, and providing feedback to teachers. The instructional coach position is an annual assignment.

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.

All stakeholders were invited to a TEAMS meeting to give input for the School Improvement Plan for the 24-25 school year. The input is used to help drive the plan.

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 school improvement plan is a live document. We will continuously monitor the progress of scholars through data chats using progress monitoring data. We will make necessary adjustments to improve the academic progress of scholars.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	67.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
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)* 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: A 2023-24: A 2022-23: A 2021-22: A 2020-21: C

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										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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										0

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										0
Students retained two or more times										0

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		13	11	14	13	13				64
One or more suspensions		1	2	2		1				6
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				7	8	13				28
Level 1 on statewide Math assessment				5	7	17				29
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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			4	8	4	14				30

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				2						2
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*	68	64	59	69	61	57	64	54	53
Grade 3 ELA Achievement	70	67	59	68	63	58	61	54	53
ELA Learning Gains	71	62	60	68	64	60			
ELA Lowest 25th Percentile	63	59	56	50	62	57			
Math Achievement*	66	69	64	68	66	62	65	61	59
Math Learning Gains	58	67	63	60	68	62			
Math Lowest 25th Percentile	27	56	51	56	58	52			
Science Achievement	80	70	58	72	69	57	73	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61		64	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)	ATSI
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	503
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	64%	66%	63%	42%		48%

* 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	37%	Yes	3	
Black/African American Students	41%	No		
Hispanic Students	78%	No		
Multiracial Students	71%	No		
White Students	84%	No		
Economically Disadvantaged Students	50%	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	68%	70%	71%	63%	66%	58%	27%	80%					
Students With Disabilities	24%	23%	58%	63%	31%	39%	28%	31%					
Black/African American Students	34%	52%	50%	54%	34%	30%	30%	46%					
Hispanic Students	100%		86%		76%	50%							
Multiracial Students	63%		100%		56%	64%							
White Students	85%	83%	76%		86%	76%		95%					
Economically Disadvantaged Students	47%	56%	63%	55%	45%	40%	29%	68%					

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	69%	68%	68%	50%	68%	60%	56%	72%					
Students With Disabilities	24%		42%	37%	27%	50%	50%						
Black/African American Students	31%	30%	43%	44%	33%	53%	52%	47%					
Hispanic Students	79%		92%		79%	67%							
Multiracial Students	82%		75%		82%	58%							
White Students	90%	83%	79%		85%	64%		85%					
Economically Disadvantaged Students	45%	35%	51%	50%	49%	64%	60%	58%					

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	64%	61%			65%			73%					
Students With Disabilities	20%	29%			20%								
Black/African American Students	24%	19%			32%			33%					
Hispanic Students	75%				75%								
Multiracial Students	75%				75%								
White Students	89%	86%			85%			100%					
Economically Disadvantaged Students	43%	42%			43%			39%					

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	70%	65%	5%	57%	13%
ELA	4	65%	62%	3%	56%	9%
ELA	5	69%	61%	8%	56%	13%
Math	3	76%	68%	8%	63%	13%
Math	4	57%	68%	-11%	62%	-5%
Math	5	64%	65%	-1%	57%	7%
Science	5	79%	67%	12%	55%	24%

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?

Science showed the most significant improvement during the 2024–2025 school year. We were intentional and strategic with our approach to science interventions. After analyzing data from the Science Mock Assessment, we identified students performing below proficiency and provided targeted support through our “Lunch and Learn” sessions. These focused interventions contributed to the growth in student performance and overall proficiency in science.

Lowest Performance

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

Fourth grade math showed the lowest performance during the 2024–2025 school year.

Contributing factors included the loss of instructional time due to multiple hurricane-related closures. Additionally, this cohort of students had previously struggled with math, and instructional efforts were heavily focused on addressing reading gaps, which may have limited the time and resources dedicated to math support. This trend highlights the need for a more balanced instructional approach moving forward.

Greatest Decline

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

Fourth grade math showed the lowest performance during the 2024–2025 school year.

Contributing factors included the loss of instructional time due to multiple hurricane-related closures. Additionally, this cohort of students had previously struggled with math, and instructional efforts were heavily focused on addressing reading gaps, which may have limited the time and resources dedicated to math support.

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.

Science had the greatest gap when compared to the state average, with Midtown scoring 24

points higher. This significant positive gap can be attributed to our intentional focus on science instruction and targeted interventions. By analyzing data from our Science Mock Assessment and providing support through initiatives like “Lunch and Learn,” we were able to boost student performance. This trend reflects the effectiveness of our data-driven approach and commitment to academic excellence in science.

EWS Areas of Concern

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

Based on the EWS data, fourth grade emerges as a significant area of concern. This cohort has the highest number of students performing at Level 1 in both ELA and Math. The data indicates a widening achievement gap, suggesting that these students are falling further behind. Targeted interventions and a comprehensive support plan will be essential to reverse this trend and accelerate their academic progress.

Highest Priorities

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

1. Learning gains (Proficiency) specifically with ESSA subgroups.
2. Schoolwide ELA and Math Teaching and Learning
3. Fourth grade ELA and Math Teaching and Learning
4. Schoolwide Positive Behavior Interventions and Supports
5. Attendance and Family Engagement.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Standards-based data collected from the 2024-2025 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards.

Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited teaching methods to support learning.

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.

SWD Student Proficiency in ELA will increase from 24% to 75% or higher, as measured by State Progress Monitoring Assessment. SWD Student Proficiency in Math will increase from 28% to 75% or higher, as measured by State Progress Monitoring Assessment.

Monitoring

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

Formative Assessments for each subject area Benchmark and Diagnostic Assessments for ELA and Math including- ISIP, Dreambox, Targeted Data Chats, ELFAC, Running Records, State Progress Monitoring Assessments, and Walk-through data.

Person responsible for monitoring outcome

Principal Keila Victor and Assistant Principal Carlisa Mills

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:

Ensure that small group instruction and 1:1 specially designed instruction are planned and implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum. Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction.

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible- until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Assistive Technology

Person Monitoring:

Principal Keila Victor and Assistant Principal
Carlisa Mills

By When/Frequency:

Ongoing

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

Train teachers on the use of assistive technology. We will provide professional development sessions focused on integrating assistive technology tools to support diverse learner needs. To monitor implementation and effectiveness, we will: Conduct follow-up classroom observations. Collect teacher feedback through post-training surveys and PLC discussions. Review lesson plans periodically for evidence of assistive tech use. Track student outcomes and engagement related to the use of these tools.

Action Step #2

Continue to strategically cluster students with disabilities into classrooms on academic level and IEP Goals, including inclusive scheduling to the maximum extent possible when in the best interest of students.

Person Monitoring:

Principal Keila Victor

By When/Frequency:

August-May

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

Provide opportunities for ESE and General Education teachers to co-plan for differentiated instruction and the delivery of services. We will schedule regular collaborative planning sessions to support the alignment of instructional strategies and accommodations for students with exceptionalities. To

monitor implementation and effectiveness, we will: Conduct periodic walkthroughs and classroom observations to look for evidence of co-planned differentiation. Review lesson plans for inclusion of IEP goals, accommodations, and modifications. Collect feedback from both ESE and General Ed teachers through surveys or reflective check-ins to assess collaboration and instructional impact.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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 area of focus is to improve academic performance in English Language Arts (ELA) and Mathematics among Black students across all tested grade levels (Grades 3–5). Instructional strategies will center around responsive and inclusive teaching, differentiated instruction, and targeted small-group interventions aligned to individual student needs.

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 end of the 2025–2026 school year, the percentage of Black students in Grades 3–5 scoring at or above proficiency on the state assessment will increase reaching a minimum of **75% in ELA** and **75% in Math**. Progress will be monitored through quarterly district assessments and progress monitoring tools to ensure students are on track to meet the end-of-year targets.

Monitoring

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

To ensure the successful implementation and impact of this Area of Focus, we will monitor both instructional practices and student outcomes regularly:

- **Data Progress Monitoring:**

Student performance will be tracked using district progress monitoring tools (FAST, Formative Assessments, ISIP, Dreambox) at scheduled intervals to assess growth in ELA and Math. Data will be disaggregated by subgroup to evaluate progress specifically for Black students.

- **Instructional Walkthroughs & Observations:**

Administrators and instructional coaches will conduct regular classroom walkthroughs and formal observations using a targeted look-for tool focused on inclusive, differentiated, and diversity conscious teaching methods.

Person responsible for monitoring outcome

Principal Keila Victor

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:

To address the achievement gap among Black students in Grades 3–5, we are implementing a combination of Tier 1 and Tier 2 evidence-based instructional interventions that are supported by strong research and aligned to student needs.

Rationale:

The rationale is grounded in the analysis of state assessment data, which showed significantly lower proficiency rates in ELA and Math for this subgroup compared to school-wide averages.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Collaborative Planning and Data Driven Instruction

Person Monitoring:

Principal Keila Victor and Assistant Principal
Carlisa Mills

By When/Frequency:

ongoing

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

Teachers will engage in structured PLCs to analyze subgroup data, plan targeted instruction, and adjust strategies based on ongoing assessments. Monitoring: PLC agendas and student growth trends will be monitored monthly.

Area of Focus #3

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.

Standards based data collected from the 2024-2025 school year still shows greater than 30 percent of students performing below grade level in Math due to inconsistencies of tasks aligned to grade-appropriate standards. Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes.

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.

Proficiency in Mathematics will increase 9% (from 66% to 75%), as measured by statewide assessments.

Monitoring

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs using our schoolwide feedback form to provide guidance to support changes in instructional practices directly related to standards aligned instruction and school improvement plan strategies.

Person responsible for monitoring outcome

Principal Keila Victor

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:

Backwards Planning

Rationale:

Shifting from stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014)

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Backwards Planning using the Effective Planning Protocol

Person Monitoring:

Keila Victor

By When/Frequency:

ongoing

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

Teachers and administrators engage in Common Planning utilizing the PCS Effective Planning Protocol (T&L Handbook) and the Best Instructional Guide to Mathematics (B1G-M) to support implementation of the B.E.S.T. Standards to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2

Establishing mathematics goals to focus learning

Person Monitoring:

Keila Victor

By When/Frequency:

ongoing

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

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

Area of Focus #4

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

Instructional Practice specifically relating to ELA

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.

Standards based data collected from the 2024-2025 school year shows 32 percent of students performing below grade level in ELA due to inconsistencies of tasks alignment to grade-appropriate standards. Our aim is to provide opportunities for students to consistently engage in standard aligned tasks implemented with fidelity to support student learning across each grade level.

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.

Proficiency in English Language Arts (ELA) will increase 7% (from 68% to 75%), as measured by statewide assessments. Black student proficiency in English Language Arts will increase 41% (from 34% to 75%), as measured by statewide assessments. Exceptional Student Education proficiency in ELA will increase 54% (from 21% to 75%), as measured by statewide assessments.

Monitoring

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

The school-based leadership team will monitor school-wide academic performance monthly as part of the school-based leadership team goals and meeting rotation. School leaders will conduct weekly instructional walkthroughs using our schoolwide feedback form to provide guidance to support changes in instructional practices directly related to standards aligned instruction and school improvement plan strategies.

Person responsible for monitoring outcome

Principal, Keila Victor and Assistant Principal, Carlisa Mills

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:

Continue to gain a deep understanding of the B.E.S.T. Standards/ NGSSS as a nonnegotiable for improving student outcomes by utilizing Flamingo, Lindamood Bell, UFLI, as well as district generated ongoing benchmark and post assessments. .

Rationale:

For students to develop proficiency in content standards through targeted differentiated instruction using research- based programs. (Flamingo, Lindamood Bell and UFLI)

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Instructional support

Person Monitoring:

Keila Victor and Cathy Dupre

By When/Frequency:

Ongoing

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

Use state and district resources (such as the BEST ELA Standards, PCS Gold Documents, Power Benchmarks, & Pop-up, Padlet's) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. - Teachers and administrators engage in Just-in-Time professional development (Module Rollouts) to engage in backwards planning, deepen understanding of the BEST ELA Benchmarks, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks. - Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction. - Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These "pop-up" small group supports include access to grade-level text and beyond as well as small group instruction based on data. - Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. - Recruit/retain a strong ELA Champion at each grade level. - ELA Champions support others in implementing new curriculum materials to maximize impact on student learning.

Action Step #2

PLC and PD support

Person Monitoring:

Administration- Keila Victor and Carlisa Mills

By When/Frequency:

Ongoing

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

Provide regular structures for planning via PLCs where teachers regularly meet to intellectually collaborate their efforts and engage in data analysis using benchmark assessments and student work samples along with lesson planning that scaffolds to address gaps in student learning and lead to small group instruction.

Action Step #3

Intense student engagement

Person Monitoring:

Assistant Principal Carlisa Mills/Reading Coach
Cathy Dupre

By When/Frequency:

Ongoing

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

Prioritize engaging students in immense amounts of reading academic discourse, targeted writing, relevant feedback, ensuring ample time is given to students to read, closely read annotate and write appropriate grade level text while applying foundational skills with high quality feedback and opportunities to use that feedback as they move towards to proficiency.

Action Step #4

To increase the level of third grade on time promotion and level of proficiency by (5%) from 70% to 75% as measured by PM 3 assessment results.

Person Monitoring:

Principal, Keila Victor and Assistance Principal,
Carlisa Mills

By When/Frequency:

Ongoing through PM3 testing

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

Continue to gain a deep understanding of the B.E.S.T. Standards/ NGSSS as a nonnegotiable for improving student outcomes by utilizing Flamingo, Lindamood Bell, UFLI, as well as district generated ongoing benchmark and post assessments.

Area of Focus #5

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.

Standards-based data collected during the 2024–2025 academic year indicates that more than 20% of students are performing below grade level in Science, largely attributed to inconsistencies in the alignment of instructional tasks with grade-level standards.

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.

Proficiency in Science will increase 6% (from 79% to 85%), as measured by statewide assessments.

Monitoring

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

The school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs using our schoolwide feedback form to provide guidance to support changes in instructional practices directly related to standards aligned instruction and school improvement plan strategies.

Person responsible for monitoring outcome

Keila Victor, Principal and Carlisa Mills, Assistant Principal

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:

Academic Discourse and Classroom Discussion is tightly aligned to daily standards and lesson focus. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:

Classroom discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussions allow students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Classroom discussions

Person Monitoring:

Keila Victor, Principal and Carlisa Mills, Assistant Principal

By When/Frequency:

ongoing

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

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. The use of best practices are used to ensure equitable engagement and process for student interaction.

IV. Positive Learning Environment

Area of Focus #1

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.

At the end of the 2024-2025 school year, our risk ratio for Black/ African American students for office discipline referrals (ODR) was 3.87 as measured by the Data Analysis Behavior Dashboard. The disproportion is occurring because there is a cultural mismatch between students and staff lack of

understanding cultural differences, expectations and values.

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 the end of the 2024- 2025 school year, our risk ratio for Black/ African American students receiving an office discipline referral (3.87) will be reduced to 2.0 or below as measured by Data Analysis Behavior Dashboard.

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.

The school-based leadership team will monitor school-wide academic performance monthly as part of the school-based leadership team meeting agenda. Behavior data will be pulled and discussed monthly during PLC data chats with grade levels and PBIS committee meetings. School leaders will conduct weekly instructional walkthroughs providing feedback to instruction directly related to PBIS interventions and supports. (Restorative practices, strategies from Teach Like A Champion)

Person responsible for monitoring outcome

Assistant Principal- Carlisa Mills

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:

PBIS is an ongoing commitment to supporting students, educators, and families through systems change. When you implement PBIS well with heavy emphasis on culturally responsive elements, students experience improved behavioral, social, emotional, and academic outcomes, schools and programs reduce their use of exclusionary discipline practices and improve their overall climate

Rationale:

PBIS principles align with those of safe and successful schools, making it an intervention of choice in federal legislation. The PBIS Cultural Responsiveness 5-Point Intervention indicates that if culturally responsive elements are embedded into the PBIS school wide and classroom system, the problem would be reduced by establishing and maintaining positive relationships with all students thereby enhancing equity in student outcomes. Consistent implementation leading to internalization.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

PBIS

Person Monitoring:

Carlisa Mills

By When/Frequency:

Ongoing

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

All classroom teachers will conduct daily morning meetings/community building circles or class meetings to establish a "culture of care" to focus on positive relationships, interactions, sharing class responsibilities, growing empathy, establishing use of "I" statements to express feelings, demonstrating and practicing active listening and use of affective language. Staff will utilize an inquiry stance to collect data on the state of relationships in their classrooms and identify small changes that can be made with individual students to increase trust and positive interactions

Action Step #2

Classroom Management incorporated with CARES

Person Monitoring:

Carlisa Mills

By When/Frequency:

Ongoing

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

Connecting with families and stakeholders related to PBIS and Tier I Expectations. Communicate Tier I expectations and incentives/reinforcers with families and community stakeholders. - Post Tier I Expectation's (CARES) in high frequency areas including fence in carline and outside area near playground. - Add Tier I Expectations to electronic marquee - Add CARES to SAC and PTA Agenda - Add Tier 1 Expectations and post PBIS Event dates throughout campus and to the school website. Implement schoolwide consistency in the implementation of guidelines to success.

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.pcsb.org/midtown>

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.pcsb.org/midtown>

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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.

The Leadership Team have analyzed the state data to determine the best way to allocate school improvement funding in an effort to build capacity and close learning gaps. We will continue to monitor progress towards these goals in grade level PLC's dedicated to each subject area and thoroughly monthly school-based leadership team meetings to monitor Tiered data. SAC will also review these funds and provide input. Progress monitoring will be ongoing.

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).

Grades K-2: Instructional Practice specifically relating to Reading/ELA Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback. Grades 3-5: Instructional Practice specifically related to Reading/ELA Strategically focus on 5th grade teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching and feedback.

Each grade K-3 using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment; Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment.

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