Forsyth County Schools

A safe, connected, and thriving community for all

Midway Elementary School

2023-2024

School Improvement Plan

Principal: Daphne K. Rogers

School Mission/Vision Statement(s):
Vision: Midway Elementary . . . where all students succeed!
Mission: Developing leaders who are strong in mind, body, and spirit.

School Belief Statements:
We believe in growing the **Leader in Me** ~

- **L**earning for a Lifetime
- **E**mbracing Change and Innovation
- **A**pplying Critical and Creative Thinking Skills
- **D**eveloping the Whole Child
- **E**ngaging in Relationships to Communicate, Collaborate, and Contribute
- **R**ising Above Expectations

As a Staff, we believe ~

- Leveraging the greatness in one another every day builds trust, significance, and belonging.
- Giving 100% of ourselves to our Midway family while at school as well as 100% to our personal family nurtures our spirit.
- Being present (in mind, body, and spirit) at PLCs, grade level planning and staff meetings with our team strengthens collaboration and provides clarity about district and school vision and expectations.

Midway Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: Social & Emotional Health
FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus: Foster connections between students and teachers to promote trust, significance, and belonging at Midway.

Performance Measures:

- Staff and student attendance report
- Increase the number of positive office referrals
- Ridiculously Amazing Schools staff survey results
- Empathy Interview results

Action Steps

On-going Action Steps throughout the Year

- Implement schoolwide Leader in Me morning class meetings to ensure consistent practice and common language
- Provide after-school activities for students to explore high interest and/or academic areas such as Chess, STEAM topics, Fine Arts, Robotics, Science Olympiad, Mustangs on the Run, and team sports.
- Participate in schoolwide Sharpen the Saw Days in November & March
- Complete weekly positive office visit referrals by staff
- Implement student leader roles (Lighthouse, Kids w/Character, & Action Teams)
- Design intentional celebrations for staff & students (ex. Morning Memo, Mustang Messenger, social media, Mustangs Making a Difference recognitions, Monthly ELM awards, Positive Office Visits, etc.)
- Design & adjust NEO plan with induction staff to build healthy school/team/classroom relationships

Semester #2 Action Steps

- Conduct Empathy Interviews with staff and students to support future planning

Performance Measures: Year-End Results

2022-2023 (Baseline):

- Baseline for student attendance shows an average of 6% missed days and staff attendance shows an average of 5% missed days for the 22-23 school year.
- Baseline established for Positive Office Referrals averaged to 15 referrals beginning January to May of 2023
- Midway's Student Leaders increased from 12 students in previous years to 60 students during the 2022-23 school year
- Survey measuring Trust, Significance, & Belonging among staff showed an average increase of Agree/Strongly Agree this year as measured on our Ridiculously Amazing Schools Staff Survey

	2021-2022 School Year	2022-2023 School Year
Trust	94.6%	96.5%
Significance	93.6%	93.5%
Belonging	92.3%	94.1%

- 93.6% of the Midway Parents shared their children as well as their family felt safe, connected, and thriving as a part of the Midway School Community.
- Parent participation for the five Coffee with Counselor sessions averaged 12 participants per session during this school year, which was an increase from 5 to 7 participants in the previous year.

2023-2024:

- Staff and student attendance report: Student attendance shows an average of approximately 6.8% missed days and staff attendance shows an average of 4.3% missed days for the 23-24 school year.

- Number of positive office referrals: Staff completed 26 Positive Office Referrals to celebrate our students during the 23-24 school year.
- Ridiculously Amazing Schools staff survey results

	2021-2022 School Year		2022-2023 School Year		2023-2024 School Year
Trust	94.6%		96.5%		98.8%
Significance	93.6%		93.5%		96%
Belonging	92.3%		94.1%		97.6%

- Empathy Interview results ~ Due to redistricting, we decided to delay Empathy interviews to be done during the 24-25 school year.

Reflection on Results:

Our school successfully held our daily morning meetings in all K-5 classrooms. Having a schoolwide, dedicated time ensured meetings occurred consistently. In addition, these meetings prioritized the value we place on connecting with our students each day as well as provided common Leader In Me language. We were able to provide afterschool activities quarterly for the first time since Covid. They were well attended and all stakeholders shared the sessions gave staff and students an opportunity to interact with others as well as explore extra-curricular interests. For the first time, we held two Sharpen the Saw Days, one in the fall and one in the spring. Students took ownership in determining the types of sessions and had choice in which sessions they attended. We had support from Denmark High School, Piney Grove Middle School, and several community businesses in leading sessions for our students. Our student leadership processes and opportunities continue to grow. We had a total of 85 students serve in various leadership roles including Lighthouse Team, Kids with Character, and Actions Teams. Opportunities to recognize staff and students occurred on both a daily and monthly basis. Staff reported these moments of recognition support a positive morale and a greater sense of belonging. Integrating our New Education Orientation plan into our school improvement goals has allowed us to be more intentional about welcoming, on-boarding, and providing continuous support for our new staff members in an effort to strengthen our employees' experiences.

Although we developed and communicated attendance processes and procedures, we saw a slight increase in student absences. We will continue to partner with parents as we want to ensure all our students attend school regularly. We decided to postpone our Empathy Interviews until the 24-25 school year. As we open our new building and welcome many new families, we believe this will provide a more inclusive range of voices within our community to help us continue to grow and improve.

Midway Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging

Major Focus: Create opportunities for connection among all stake holders at Midway Elementary School.

Performance Measures:

- Participation results for schoolwide Instructional events
- Participation results for schoolwide community PTO events
- Participation results for Denmark Vertical Team community events
- Develop a baseline for Empathy Interview results

Action Steps

On-going Action Steps throughout the Year	Semester #2 Action Steps
• Design & implement parent sessions based on feedback (Partnership with Parents) • Design & implement academic focused family events (Curriculum, Math, Literacy, & Science Nights) • Design & implement PTO & Denmark Vertical Team family connections events (Ice Cream Social, Fall Festival, Dance w/Your Daughter, Fun w/Your Son, Mustang 5K Trot, International Festival, Trunk-or-Treat, Read w/High Schooler, Spring Fling, etc.) • Engage all students & staff in Leader in Me class meetings daily • Plan for 24-25 implementation phase of PBIS • Engage student leaders in strengthening home/school connections (ex. Weekly Podcast, Student-led Conferences, etc.) • Design & adjust NEO plan with induction staff to address understanding & support of climate, culture, & community	• Conduct Empathy Interviews with parents for future planning

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

The Denmark Community of Schools Spring Fling increased to approximately 1090 participants at the April 2023 event.

2023-2024 (Baseline):

- Participation results for schoolwide Instructional events: We were able to host 4 Academic Nights during the 23-24 school year including K-5 Math, K-2 Science, and PreK-2 Literacy Night as well as K-5 Curriculum Night. We had an average of more than 45% of our families attend the academic events. In addition, we were able to host 4 counselor-initiated parent nights including: An Introduction to Leader in Me, Online Safety through a partnership with CHOA & FC Sherriff's Office, Love & Logic classes in partnership with The Place, and Parenting/Behavior Supports through the partnership of a local therapist. We had an average of 15 parents of more attend the counselor-initiated events.
- Participation results for schoolwide community PTO events: For the monthly PTO events, we had an average of about 62% of families participate.
- Participation results for Denmark Vertical Team community events: We had approximately 1000 families attended Spring Fling. In addition, Trunk or Treat, Read with a High Schooler Night and 3-5 Science Nights were held.
- Empathy Interview results: Due to redistricting, we decided to delay Empathy interviews to be done during the 24-25 school year

Reflection on Results:

Our school was able to successfully hold Partnership with Parent sessions monthly. This allowed us to provide supports to our families in the areas of academics, behavioral, and social-emotional. We notice the sessions that are academic focused are more heavily attended and demonstrates the value our families place on their student's education. Parents gained helpful tips and strategies for working with their students at home. In addition, the FCS Teaching & Learning Department and Denmark High School Science Department provided resources to make these events engaging and interactive as well as volunteers to lead several stations. Although the non-academic sessions had lower attendance, we did see an increase from last year's sessions which is a positive trend. Midway PTO and our Denmark Vertical Team events were well attended, brought families together, and created a sense of school pride and belonging. Midway was able to launch our first student-led weekly podcast with our 5th graders. This provided student voice and ownership in sharing about upcoming events and celebrating student successes. We will continue to expand our podcast to include more grade levels and aspects of the school in the future. Our school PBIS team collaborated to plan and prepare for our schoolwide implementation in the 24-25 school year. As our school grows, we will continue to be intentional and prioritize welcoming both our new students, staff, and families.

Midway Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience
FCS Performance Objective A: Increase student achievement

Major Focus: Increase student discourse in mathematics using Eureka math framework in grades K-5.
Increase student foundational skills using UFLI phonics in grades K-2.

Performance Measures:

- Big 20 results in grades 1-5
- IRLA proficiency levels in grades K-5
- Coaching Cycle Data

Action Steps

On-going Action Steps throughout the Year	Semester #2 Action Steps
• Implement new Master Schedule to maximize instructional time and adjust, as needed • Utilize grade level PLC cycles to plan, implement, & adjust instruction • Develop & monitor conditions to provide time for PLC work • Engage in Professional Development during DCD Math sessions K-5 • Engage in Professional Development during ELA Cohort sessions K-3 • Target individual needs of teachers utilizing coaching cycle and curriculum supports • Collect data on fidelity of Eureka & UFLI implementation • Engage in Targeted monthly IRLA planning for grades 3-5 • Design, engage & adjust PL Plan to strengthen instructional practice • Design & adjust NEO plan with induction staff to build understanding of district/school curriculum resources	

Performance Measures: Year-End Results

2022-2023 (Baseline):

- 87.5% of Midway's K-5 students demonstrated reading proficiency at or above grade level expectation as measured by the End of Year IRLA and averaged 1.1 years reading growth during the 2022-23 school year.
- Midway's 3rd, 4th, & 5th grade students demonstrated an increase from Fall to Winter as measured by the Beacon Assessment in the areas of ELA & Math Composite Scores

	ELA average Composite Score Increase	Math average Composite Score Increase
3rd Grade	+28 points	+30 points
4th Grade	+5 points	+24 points
5th Grade	+20 points	+27 points

2023-2024:

End of Year Big 20 Results for students demonstrating moderate achievement or greater	
1st Grade	94.6%
2nd Grade	94%
3rd Grade	82.7%
4th Grade	89.5%
5th Grade	89.3%

- 100% of K-2 classroom teachers implemented UFLI phonics as well as targeted 3rd – 5th grade students were provided UFLI supports during MTSS and Instructional Extension
- 100% of K-5 classrooms engaged in math discourse using the Eureka math lessons.
- 84.3 % of Midway's K-5 students demonstrated on-target grade level reading proficiency as measured by the End of Year IRLA and averaged .98 years reading growth over the 23-24 school year.
- Our Literacy & Math Coaches completed 12 Coaching Cycles between them during the 23-24 school year

Reflection on Results:

To increase student achievement, Midway implemented a new Master Schedule to maximize instructional time and better serve our students academically. The schedule has been well received by staff this year as they helped to develop it. In addition, by prioritizing a consistent time for our teachers to engage in Professional Learning Communities we have seen both student achievement and staff instructional practices improve. Our grade level teams focused on learning highly effective engagement strategies as a part of their PLC work and transferred that knowledge into action by implementing them in their classrooms. Many staff opened their doors for colleagues to observe and some videoed lessons to share. The commitment of the staff to continue their own growth directly impacted the learning and achievement of our students. Several staff videos were even linked on the district curriculum resource page to further impact colleagues. Our instructional coaches were active participants in our PLC work and were able to further build the capacity of our teachers by completing more coaching cycles than in previous years. Teachers welcome the support and collaboration of our instructional coaches with the implementation of UFLI Phonics and Eureka Math Resources. This ensured these resources were used with fidelity throughout the year. As a results, we have seen students engaging in more discourse during math lessons in all K-5 classrooms. The implementation of UFLI was used daily in all K-2 classrooms. The positive impact of both resources is noted in our math and reading data. Embedding our Professional Learning Plan within our school improvement goals allowed us to keep a laser focus on our instructional work.

Midway Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience
FCS Performance Objective A: Increase student growth

Major Focus: Continuously use data to design instructional supports to meet specific needs of subgroups in Reading.

Performance Measures:

- IRLA proficiency levels for targeted student 3-5
- ELL student proficiency levels on ACCESS domains with a focus on Reading for students K-5
- Number of students entering, served, & exiting from Tier 2 & Tier 3 supports

Action Steps

On-going Action Steps throughout the Year	Semester #2 Action Steps
• Implement instructional supports during banded MTSS blocks for K/1, 2/3, & 4/5 • Implement push-in model for EL students during science content for grades 2-5 • Provide weekly coaching supports of SIOP strategies by District EL Coach • Use data to intentionally group subgroup students for MTSS segments to differentiate instructional needs • Monitor & adjust instruction based on student data in PLCs • Implement UFLI & Heggerty interventions for targeted 3-5 students to address Reading Gaps during Instructional Extension • Apply for grant to fund implementation of Parent Academy sessions for parents of subgroup students	• Remediate reading skills for subgroups through Instructional Extension sessions

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline):

- Midway reclassified 19 identified ELL students and exited 7 identified ELL students as demonstrated by their performance on the 2023 ACCESS for ELLs Assessment.
- Out of 72 K- 5 students tested on 2023 ACCESS, 32 students increased proficiency levels in the Speaking domain and 38 increased proficiency levels in the Writing domain.

2023-2024:

- 5 ELL students exited the program as demonstrated by their performance on the 2024 ACCESS assessment
- Out of 64 K-5 students tested on the 2024 ACCESS, 29 students demonstrated growth gains as measured by the Reading component.
- During the 23-24 school year, 13 students entered the Tier 3 support process. Out of the 22 total students at Tier 3, 8 students qualified for Special Education Services, 3 students moved back to Tier 2 due to academic gains, and 1 student exited back to Tier 1 only supports
- Targeted students participating in Instructional Extension demonstrated an average increase of .59 based on their IRLA Reading proficiency scores from November to February.

Reflection on Results:

This year, banding our MTSS provided more effective use of our human resources which in turn allowed us to better meet the specific needs of our students. Our 3rd -5th grade teachers identified targeted students, engaged in professional learning, implemented instructional practices, and addressed skills gaps in reading through the use of Heggerty Phonemic Awareness and UFLI Phonics resources. These supports were provided during both a dedicated MTSS block during the day as well as during our Instructional Extension. Our targeted students were positively impacted and showed growth based on the data collected. Grade levels engaging in Professional Learning Communities consistently provided a dedicated time and space for teachers to collaborate. They were able to plan for remediating and enriching the needs of our students. We want to increase supports in SIOP strategies by our district EL Coach next year as we are growing in staff and we continue to see an increase in EL students. Although we did not receive the grant we applied for to provide Parent Academy sessions for our targeted students, we were still able to provide Partnership with Parents with the help of district Teaching & Learning staff and many of the families of our targeted students participated.