Adams Middle School

2019-20 Schoolwide Improvement Plan

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Adams Middle School

10201 N BOULEVARD, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Nish IR A Mitchell

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: C (45%) 2016-17: C (50%) 2015-16: C (48%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Adams Middle School

10201 N BOULEVARD, Tampa, FL 33612

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to create a safe, positive, and diverse learning environment while providing standards-based instruction in order to prepare every student to be successful in their future.

Provide the school's vision statement.

Our vision is to prepare all students to be successful in a rapidly changing world.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Mitchell, Nishira	Principal	Mrs. Mitchell was appointed principal of Adams on July 16, 2019 so it is important that every entity of Adams is examined along with clear systems and procedures for success. Adams Middle School Leadership Expectations: Directions: Instructional Leaders, the outlined expectations are intended to guide our way of work. We are on our way to a "C" or higher for 2020. Admin Work Hours: 8:35- 4:35 and as needed. Flexibility expected and flexibility will be extended Instructional work day during School Hours: 8:35- 4:35 Admin Meeting: Weekly Wednesdays 8:30-9:00, 9:45-11:30, we will break for class change Theme: "Know Your Why" Attire: Dress Professional Expectations: Lead with data in decision making and regulate implicit biases. Norms: Be positive, Be punctual, Be polite, Be Present, Be Professional Ways of Work: Be visible, share admin calendar, transparency, agendas Communication: Address the sender by name and begin professional correspondence. Please reply within 24- 48 hours. For Example, Hello Mr. Harris…. Instructional Priorities: 1. Cultivate positive relationships between staff and students that promote a strong culture for learning with a focus on equity. 2. Teachers plan and implement lessons that are aligned to grade-level content standards. 3. Teachers will plan and execute frequent checks for understanding throughout daily lessons to monitor student progress and adjust instruction. Principal: Mrs. Nishira Mitchell Responsible for the Safety, Supervision, Culture, and Achievement of Adams Middle School Assistant Principal (Facilities): Mr. Kedric Harris 7th grade N-Z, 8th grade Assistant Principal (Curriculum): Ms. Crystal Gardiner 6th grade, 7th grade N-Z, Instructional Leadership: Achievement Focus and Results Orientation School Leader Goals Aligned to Priorities- Mitchell, Harris, Gardiner Annual School Data Report: Mitchell, Gardiner, Harris Academic Field Trips/ Plays- Gardiner Extended Learning Program- Gardiner Master Schedule- Gardiner FTE(Full time equivalency)- Gardiner Programming/Innovative- Gardiner School Grade- Mitchell, Gardiner, Harris High School Readiness- Harris DNE(Did Not Enter)- Gardiner Field Trips: Harris

Name	Title	Job Duties and Responsibilities
		Instructional Leadership- Instructional Expertise RADAR High Quality Professional Development Plan and Implementation- Mitchell Adams Curriculum- Gardiner High Quality EET Observations- Mitchell, Harris, Gardiner PLCs- Gardiner, Mitchell Informal Walkthroughs/ Pop ins- Mitchell, Harris, and Gardiner Pupil Progression Plan- Mitchell, Harris, Gardiner Testing Coordinator- Gardiner Interns/Pre Interns Contact- Harris ISS/EPIC Coordinator- Harris Registrations(Behavior)- Harris Registrations (Academic)- Harris Adams New Teacher Induction Program- Gardiner Adams Buddy Pairing- Gardiner Human Capital Management: Managing and Developing People Hiring and Retention of Highly Qualified- Harris, Gardiner, Mitchell Bookkeeper and Adams Budget- Mitchell Hiring and Retention of ESP: Clerical,- Harris Custodians, Nurses Success Coach Liaison- Gardiner School Counselor Liaison- Gardiner Academic Coaches, Specialists, S.A.L.- Gardiner Maintenance Requests and Follow Up- Harris ESE Liaison- Harris Substitutes/ Class Coverage- Gardiner Psychologist Liaison- Gardiner Student Nutrition Services- Harris Social Worker Liaison- Harris Onboarding- Mitchell, Harris, Gardiner Unit Allocation- Gardiner Data Processor- Gardiner School wide Inventory- Harris Adams Crime Watch- Harris Safety: Key Inventory- Harris Assemblies/ Pep Rallies: Harris, Gardiner Textbook Inventory- Gardiner Tech Support Liaison- Mitchell Organizational/System Leadership: Culture Faculty Attendance- Harris Title IX- Mitchell, Gardiner, Harris HCTA Awareness- Mitchell, Harris, Gardiner Threat Assessment Lead: Mitchell, Harris, Gardiner ESP Contract Awareness- Mitchell, Harris, Gardiner Sunshine Committee/ Hospitality- Mitchell School Security Liaison- Mitchell, Harris Student Incentives- Harris School Resource Liaison- Mitchell, Harris Faculty Incentives- Gardiner Facilities Management and Use of Rentals- Harris Safety Coordinator- Harris Adams Climate/ Culture: Mitchell, Harris, Gardiner Organizational/System Leadership: Problem Solving and Strategic Change Management School Improvement Plan- Mitchell, Harris, Gardiner Supervision and Safety: Mitchell, Harris, Gardiner Attendance KPI- Harris CRISIS Plan- Harris

Name	Title	Job Duties and Responsibilities
		Behavior KPI- Harris, Gardiner Elopement Plan- Harris Course Performance KPI- Gardiner, Harris ILT- Mitchell, Harris, Gardiner Middle School Acceleration Liaison- Harris School Advisory Council- Mitchell, Harris, Gardiner MTSS Coordinator- Harris Restorative Justice Coordinator- Harris Internal Accounts/Title I: Mitchell, Harris, Gardiner UniSig Budget- Mitchell, Harris, Gardiner Community Outreach: Harris Equity: Mitchell, Harris, Gardiner PTSA: Mitchell, Harris, Gardiner PBIS- Harris Clubs/ Sports: Harris Recruiting- Mitchell, Harris, Gardiner District Accountability Schools Lead- Mitchell Critical Tasks: Teacher of the Year- Harris Teacher Beginning of the School Packet: Gardiner Support Employee of the Year- Harris Share out w/ agenda from all Admin Meetings: Mitchell, Harris, Gardiner Lockers- Harris Emergency Cards: Harris Uniforms/ Parent Participation Survey- Harris Transportation/ Buses/ Car line: Harris School Calendar- Harris, Mitchell Website: Harris, Gardiner Discipline(Referrals/Reports): Harris, Gardiner Immunizations: Harris Open House- Harris Faculty Duty Roster: Harris, Mitchell Academic Reports: Mitchell, Gardiner Bullying Prevention Coordinator: Harris Student Beginning of the School Packet: Harris Golden Eagle Weekly(Parentlink): Mitchell, Harris, Gardiner Golden Eagle PRIDE Committee: Harris Federal Connected Students:Cards- Harris United Way: UNICEF- Gardiner Work Detail Coordinator: Gardiner, Harris Ida S. Baker- Gardiner FBA Team- Gardiner Administrative Duty Rosters: Gardiner, Harris Opening Day Procedures- Gardiner Pre Planning Agenda: Mitchell, Gardiner, Harris Lunch Duty Supervision- Harris, Gardiner Bell Schedules: Harris Faculty Access Parking: Harris Marque- Harris Faculty(College) Room Signs: Gardiners Safety Drills- Harris Payroll- Mitchell Millionaires Club- Harris Conference Night- Mitchell *Mitchell listed first denotes Principal as the lead
Maathis, Reginald	Assistant Principal	Assistant Principal (Curriculum): Ms. Crystal Gardiner 6th grade, 7th grade N-Z, Instructional Leadership: Achievement Focus and Results Orientation School Leader Goals Aligned to Priorities- Mitchell, Harris, Gardiner Annual School Data Report: Mitchell, Gardiner, Harris Academic Field Trips/ Plays- Gardiner Extended Learning Program- Gardiner

Name	Title	Job Duties and Responsibilities
		Master Schedule- Gardiner FTE(Full time equivalency)- Gardiner Programming/Innovative- Gardiner School Grade- Mitchell, Gardiner, Harris High School Readiness- Harris DNE(Did Not Enter)- Gardiner Field Trips: Harris Instructional Leadership- Instructional Expertise RADAR High Quality Professional Development Plan and Implementation- Mitchell Adams Curriculum- Gardiner High Quality EET Observations- Mitchell, Harris, Gardiner PLCs- Gardiner, Mitchell Informal Walkthroughs/ Pop ins- Mitchell, Harris, and Gardiner Pupil Progression Plan- Mitchell, Harris, Gardiner Testing Coordinator- Gardiner Interns/Pre Interns Contact- Harris ISS/EPIC Coordinator- Harris Registrations(Behavior)- Harris Registrations (Academic)- Harris Adams New Teacher Induction Program- Gardiner Adams Buddy Pairing- Gardiner Human Capital Management: Managing and Developing People Hiring and Retention of Highly Qualified- Harris, Gardiner, Mitchell Bookkeeper and Adams Budget- Mitchell Hiring and Retention of ESP: Clerical,- Harris Custodians, Nurses Success Coach Liaison- Gardiner School Counselor Liaison- Gardiner Academic Coaches, Specialists, S.A.L.- Gardiner Maintenance Requests and Follow Up- Harris ESE Liaison- Harris Substitutes/ Class Coverage- Gardiner Psychologist Liaison- Gardiner Student Nutrition Services- Harris Social Worker Liaison- Harris Onboarding- Mitchell, Harris, Gardiner Unit Allocation- Gardiner Data Processor- Gardiner School wide Inventory- Harris Adams Crime Watch- Harris Safety: Key Inventory- Harris Assemblies/ Pep Rallies: Harris, Gardiner Textbook Inventory- Gardiner Tech Support Liaison- Mitchell Organizational/System Leadership: Culture Faculty Attendance- Harris Title IX- Mitchell, Gardiner, Harris HCTA Awareness- Mitchell, Harris, Gardiner Threat Assessment Lead: Mitchell, Harris, Gardiner ESP Contract Awareness- Mitchell, Harris, Gardiner Sunshine Committee/ Hospitality- Mitchell School Security Liaison- Mitchell, Harris Student Incentives- Harris

Name	Title	Job Duties and Responsibilities
		School Resource Liaison- Mitchell, Harris Faculty Incentives- Gardiner Facilities Management and Use of Rentals- Harris Safety Coordinator- Harris Adams Climate/ Culture: Mitchell, Harris, Gardiner Organizational/System Leadership: Problem Solving and Strategic Change Management School Improvement Plan- Mitchell, Harris, Gardiner Supervision and Safety: Mitchell, Harris, Gardiner Attendance KPI- Harris CRISIS Plan- Harris Behavior KPI- Harris, Gardiner Elopement Plan- Harris Course Performance KPI- Gardiner, Harris ILT- Mitchell, Harris, Gardiner Middle School Acceleration Liaison- Harris School Advisory Council- Mitchell, Harris, Gardiner MTSS Coordinator- Harris Restorative Justice Coordinator- Harris Internal Accounts/Title I: Mitchell, Harris, Gardiner UniSig Budget- Mitchell, Harris, Gardiner Community Outreach: Harris Equity: Mitchell, Harris, Gardiner PTSA: Mitchell, Harris, Gardiner PBIS- Harris Clubs/ Sports: Harris Recruiting- Mitchell, Harris, Gardiner District Accountability Schools Lead- Mitchell Critical Tasks: Teacher of the Year- Harris Teacher Beginning of the School Packet: Gardiner Support Employee of the Year- Harris Share out w/ agenda from all Admin Meetings: Mitchell, Harris, Gardiner Lockers- Harris Emergency Cards: Harris Uniforms/ Parent Participation Survey- Harris Transportation/ Buses/ Car line: Harris School Calendar- Harris, Mitchell Website: Harris, Gardiner Discipline(Referrals/Reports): Harris, Gardiner Immunizations: Harris Open House- Harris Faculty Duty Roster: Harris, Mitchell Academic Reports: Mitchell, Gardiner Bullying Prevention Coordinator: Harris Student Beginning of the School Packet: Harris Golden Eagle Weekly(Parentlink): Mitchell, Harris, Gardiner Golden Eagle PRIDE Committee: Harris Federal Connected Students:Cards- Harris United Way: UNICEF- Gardiner Work Detail Coordinator: Gardiner, Harris Ida S. Baker- Gardiner FBA Team- Gardiner Administrative Duty Rosters: Gardiner, Harris Opening Day Procedures- Gardiner Pre Planning Agenda: Mitchell, Gardiner, Harris Lunch Duty Supervision- Harris, Gardiner Bell Schedules: Harris Faculty Access Parking: Harris Marque- Harris Faculty(College) Room Signs: Gardiners Safety Drills- Harris Payroll- Mitchell Millionaires Club- Harris Conference Night- Mitchell

Name	Title	Job Duties and Responsibilities
		Assistant Principal (Facilities): Mr. Kedric Harris 7th grade N-Z, 8th grade Instructional Leadership: Achievement Focus and Results Orientation School Leader Goals Aligned to Priorities- Mitchell, Harris, Gardiner Annual School Data Report: Mitchell, Gardiner, Harris Academic Field Trips/ Plays- Gardiner Extended Learning Program- Gardiner Master Schedule- Gardiner FTE(Full time equivalency)- Gardiner Programming/Innovative- Gardiner School Grade- Mitchell, Gardiner, Harris High School Readiness- Harris DNE(Did Not Enter)- Gardiner Field Trips: Harris
Harris, Kedric	Assistant Principal	Instructional Leadership- Instructional Expertise RADAR High Quality Professional Development Plan and Implementation- Mitchell Adams Curriculum- Gardiner High Quality EET Observations- Mitchell, Harris, Gardiner PLCs- Gardiner, Mitchell Informal Walkthroughs/ Pop ins- Mitchell, Harris, and Gardiner Pupil Progression Plan- Mitchell, Harris, Gardiner Testing Coordinator- Gardiner Interns/Pre Interns Contact- Harris ISS/EPIC Coordinator- Harris Registrations(Behavior)- Harris Registrations (Academic)- Harris Adams New Teacher Induction Program- Gardiner Adams Buddy Pairing- Gardiner Human Capital Management: Managing and Developing People Hiring and Retention of Highly Qualified- Harris, Gardiner, Mitchell Bookkeeper and Adams Budget- Mitchell Hiring and Retention of ESP: Clerical,- Harris Custodians, Nurses Success Coach Liaison- Gardiner School Counselor Liaison- Gardiner Academic Coaches, Specialists, S.A.L.- Gardiner Maintenance Requests and Follow Up- Harris ESE Liaison- Harris Substitutes/ Class Coverage- Gardiner Psychologist Liaison- Gardiner Student Nutrition Services- Harris Social Worker Liaison- Harris Onboarding- Mitchell, Harris, Gardiner Unit Allocation- Gardiner Data Processor- Gardiner School wide Inventory- Harris Adams Crime Watch- Harris Safety: Key Inventory- Harris Assemblies/ Pep Rallies: Harris, Gardiner Textbook Inventory- Gardiner Tech Support Liaison- Mitchell

Name	Title	Job Duties and Responsibilities

Organizational/System Leadership: Culture
Faculty Attendance- Harris Title IX- Mitchell, Gardiner, Harris
HCTA Awareness- Mitchell, Harris, Gardiner Threat Assessment Lead: Mitchell, Harris, Gardiner
ESP Contract Awareness- Mitchell, Harris, Gardiner Sunshine Committee/ Hospitality- Mitchell
School Security Liaison- Mitchell, Harris Student Incentives- Harris
School Resource Liaison- Mitchell, Harris Faculty Incentives- Gardiner
Facilities Management and Use of Rentals- Harris Safety Coordinator- Harris
Adams Climate/ Culture: Mitchell, Harris, Gardiner

Organizational/System Leadership: Problem Solving and Strategic Change Management
School Improvement Plan- Mitchell, Harris, Gardiner Supervision and Safety: Mitchell, Harris, Gardiner
Attendance KPI- Harris CRISIS Plan- Harris
Behavior KPI- Harris, Gardiner Elopement Plan- Harris
Course Performance KPI- Gardiner, Harris ILT- Mitchell, Harris, Gardiner
Middle School Acceleration Liaison- Harris School Advisory Council- Mitchell, Harris, Gardiner
MTSS Coordinator- Harris Restorative Justice Coordinator- Harris
Internal Accounts/Title I: Mitchell, Harris, Gardiner UniSig Budget- Mitchell, Harris, Gardiner
Community Outreach: Harris Equity: Mitchell, Harris, Gardiner
PTSA: Mitchell, Harris, Gardiner PBIS- Harris
Clubs/ Sports: Harris Recruiting- Mitchell, Harris, Gardiner
District Accountability Schools Lead- Mitchell

Critical Tasks:
Teacher of the Year- Harris Teacher Beginning of the School Packet: Gardiner
Support Employee of the Year- Harris Share out w/ agenda from all Admin Meetings: Mitchell, Harris, Gardiner
Lockers- Harris Emergency Cards: Harris
Uniforms/ Parent Participation Survey- Harris Transportation/ Buses/ Car line: Harris
School Calendar- Harris, Mitchell Website: Harris, Gardiner
Discipline(Referrals/Reports): Harris, Gardiner Immunizations: Harris
Open House- Harris Faculty Duty Roster: Harris, Mitchell
Academic Reports: Mitchell, Gardiner Bullying Prevention Coordinator: Harris
Student Beginning of the School Packet: Harris Golden Eagle Weekly(Parentlink): Mitchell, Harris, Gardiner
Golden Eagle PRIDE Committee: Harris Federal Connected Students:Cards- Harris
United Way: UNICEF- Gardiner Work Detail Coordinator: Gardiner, Harris
Ida S. Baker- Gardiner FBA Team- Gardiner
Administrative Duty Rosters: Gardiner, Harris Opening Day Procedures- Gardiner
Pre Planning Agenda: Mitchell, Gardiner, Harris Lunch Duty Supervision- Harris,

Name	Title	Job Duties and Responsibilities
		Gardiner Bell Schedules: Harris Faculty Access Parking: Harris Marque- Harris Faculty(College) Room Signs: Gardiners Safety Drills- Harris Payroll- Mitchell Millionaires Club- Harris Conference Night- Mitchell

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	272	243	305	0	0	0	0	820
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	10	24	10	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
87

Date this data was collected or last updated
Friday 10/11/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	51%	54%	35%	50%	52%
ELA Learning Gains	34%	52%	54%	46%	53%	54%
ELA Lowest 25th Percentile	33%	47%	47%	43%	45%	44%
Math Achievement	33%	55%	58%	45%	54%	56%
Math Learning Gains	44%	57%	57%	57%	59%	57%
Math Lowest 25th Percentile	40%	52%	51%	48%	51%	50%
Science Achievement	26%	47%	51%	34%	47%	50%
Social Studies Achievement	31%	67%	72%	54%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	272 (0)	243 (0)	305 (0)	820 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	10 (0)	24 (0)	10 (0)	44 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	28%	53%	-25%	54%	-26%
	2018	26%	52%	-26%	52%	-26%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	21%	54%	-33%	52%	-31%
	2018	27%	52%	-25%	51%	-24%
Same Grade Comparison		-6%				
Cohort Comparison		-5%				
08	2019	26%	53%	-27%	56%	-30%
	2018	32%	54%	-22%	58%	-26%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	24%	49%	-25%	55%	-31%
	2018	30%	48%	-18%	52%	-22%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	34%	62%	-28%	54%	-20%
	2018	43%	61%	-18%	54%	-11%
Same Grade Comparison		-9%				
Cohort Comparison		4%				
08	2019	12%	31%	-19%	46%	-34%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	22%	29%	-7%	45%	-23%
Same Grade Comparison		-10%				
Cohort Comparison		-31%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	23%	47%	-24%	48%	-25%
	2018	25%	48%	-23%	50%	-25%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	29%	67%	-38%	71%	-42%
2018	41%	65%	-24%	71%	-30%
Compare		-12%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	67%	63%	4%	61%	6%
2018	81%	63%	18%	62%	19%
Compare		-14%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

Subgroup Data

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
				**2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS**							
SWD	12	27	26	15	39	41	16	16			
ELL	13	31	37	23	38	37	6	16			
ASN	60	69		80	77						
BLK	16	25	31	15	32	34	9	21	59		
HSP	30	37	35	38	47	41	29	33	64		
MUL	30	35		48	52		27				
WHT	37	38	22	42	51	47	46	42	60		
FRL	27	33	32	32	43	40	25	31	66		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	31	22	17	41	30	28	20			
ELL	18	40	41	30	49	52	9	30	79		
ASN	64	55		64	64						
BLK	23	36	33	32	52	50	15	33	80		
HSP	34	45	42	44	55	51	27	53	78		
MUL	33	38		41	27						
WHT	38	39	30	52	53	30	42	39	86		
FRL	33	42	36	42	53	47	28	45	81		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	31	32	8	41	39	6	25			
ELL	16	43	48	30	58	47	10	43			
BLK	20	35	47	25	43	37	11	47	71		
HSP	37	49	42	49	61	53	35	54	96		
MUL	30	52		52	56						
WHT	45	49	39	57	63	56	49	56	81		
FRL	33	46	44	43	55	45	31	53	90		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	48

ESSA Federal Index	
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science Achievement showed the lowest performance at 26%. The contributing factors may have been around lack of teacher professional development to support needs and build upon strength. Lack of Professional Learning Community focus with common assessments as well as standards based plans with implementation.

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

Middle School Acceleration showed the greatest decline. There are assumptions around attendance, behavior, non restorative justice approach. More engaging lessons that connected to the standards as well as preparation for certification exams. There was no plan or goal around middle school acceleration. The trend has been the steady decline over the course of the previous years.

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.

Social Studies Achievement(31%) showed the greatest gap from the state (72%) achievement. The factors contributing are lack of teacher and leader professional development around the needs of Adams while reflecting upon what worked and what did not work for the students. In addition,

students were not prepared with engaging lessons that highlighted the connection to the standard. In addition, checks for understands during the lesson alongside successful adjustments were not in place.

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

Sixth grade reading increased by two percentage points. Teaming sixth graders to ensure they share the same teachers to support their growth.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The total decline in points earned towards school grade is a major highlight and focus of the 2019-2020 school year. This shows the downward decline in ELA, Math, Science, Civics Achievement. In addition, Middle School Acceleration decreased by 16%. Learning gains decreased. This shows a loss of opportunity to build high school readiness in middle school.

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

1. Academic Achievement increases across all data points to include ELA, Math, Science, and Civics by ensuring plans and implementation are aligned to on grade level standards.
2. Positive culture for learning that embrace equity and opportunity regardless of demographics.
3. Middle school acceleration with a focus and plan to support multiple opportunities to test students and help them earn industry certifications that can be continued in high school.
4. Learning gains and field experiences that connect to the achievement expectations of all students to be able to help them reach success while utilizing all support personnel alongside the classroom teachers
5. Professional development led by experts and on campus professional development led by teachers demonstrating success for which 100% of the faculty partake in to implement and reflect on how it helps the students achieve.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Achievement
Rationale	Electives such as technology, culinary, and business are real world opportunities to close the achievement gap while increasing social mobility through earning industry certifications. In addition, students can build upon their certifications in high school.

State the measurable outcome the school plans to achieve	Middle School Acceleration Points will increase from 66 to 82 or more in 2020.
Person responsible for monitoring outcome	Nishira Mitchell (nishira.mitchell@hcps.net)
Evidence-based Strategy	Teacher plans and implementation related to on grade level standards in career and technical education
Rationale for Evidence-based Strategy	Solid plans must be in place to ensure that our students and teachers have a vision for success. It also allow administration the opportunity to strategically support the vision for earning certifications.

Action Step	
Description	1.Administration will meet with acceleration teachers during pre planning to offer support and build a plan around best teaching practices. Support throughout the year will be provided by content coaches. 2. CTE Supervisor will be employed to provide ongoing support to teachers. Student Success Coach will provide ongoing support for students. Classroom supplies will support students as they work toward certifications and grade-level expectations. 3. Teachers will be paired with other teachers in content area at neighborhood middle schools that are experiencing success to support their growth. 4. Students will be have multiple opportunities to test and earn industry certifications. 5. Teacher planning will be supported by content coaches. 6. Provide additional computers to enable students to access software support (Khan Academy, etc.) 7. Students will have the opportunity to visit off-campus sites aligned to their coursework.
Person Responsible	Nishira Mitchell (nishira.mitchell@hcps.net)

#2	
Title	Culture
Rationale	Foster a positive culture to build teacher retention of highly qualified teachers
State the measurable outcome the school plans to achieve	Retain 90% or more of highly qualified teachers to decrease teacher turnover and influence positive student achievement.
Person responsible for monitoring outcome	Nishira Mitchell (nishira.mitchell@hcps.net)
Evidence-based Strategy	Highly Qualified teachers in front of students helps them have a more likely opportunity to be successful.
Rationale for Evidence-based Strategy	Highly qualified teachers are more likely to have received professional training and teacher preparedness programs to support educating all students.
Action Step	
Description	1. Hire Highly Qualified Teachers 2. New Teacher Induction Program 3. Adams Buddy Pairings 4. Professional Development hosted by Adams, including content coaches 5. Clubs for all students to get involved that are hosted by faculty at Adams
Person Responsible	Nishira Mitchell (nishira.mitchell@hcps.net)

#3	
Title	Assessment
Rationale	Student achievement and confidence will increase when they have been exposed to opportunities to successfully interact with the standards prior to the state testing time.

State the measurable outcome the school plans to achieve	Student proficiency will increase by 5% or more in ELA, Math, Science, and Civics achievement by 2020.
Person responsible for monitoring outcome	Nishira Mitchell (nishira.mitchell@hcps.net)
Evidence-based Strategy	Mini whiteboard checks for understanding from each student multiple times during the lesson.
Rationale for Evidence-based Strategy	This allows students time to pause and reflect while helping the teacher to implement increase rigor with specific timed responses as it parallels to real life timed testing experiences. It allows for teacher assessment, peer assessment, and student reflection to see where they need more support. It also allows for teachers to see the why in wrong students responses and build upon misconceptions/misunderstandings to adjust their instruction with in the lesson.

Action Step	
Description	1. Walk through to capture assessment facilitation 2. Professional development led by certified practitioners (content coaches) rooted in research 3. Learning Labs led by peers demonstrating successful assessment(checks for understanding) opportunities. 4. Extended learning opportunities for students, including tutorials. 5. AP continue to build infrastucture and reliance on data, building student groups, appropriate scheduling, etc. during summer months
Person Responsible	Nishira Mitchell (nishira.mitchell@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

ESSA subgroups such as students with disabilities, black, multi racial, english language learners, and economically disadvantaged students will be addressed through tier 1 interventions such as classroom instruction. Our school priorities of establishing positive relations that promote a culture for learning centered in equity, planning and implementation of standards based instruction, and multiple checks for understanding while making adjustments within the lesson are core instructional practices to address inequities along our ESSA subgroups as well as within civics and algebra I. Middle school acceleration with a focus and plan to support multiple opportunities to test students and help them earn industry certifications that can be continued in high school.

Professional development led by experts and on campus professional development led by teachers demonstrating success for which 100% of the faculty partake in to implement and reflect on how it helps the students achieve.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Adams will engage parents at the school and in the neighborhood. For example, computer carts will be stationed alongside car line to help families complete online free and reduced lunch applications as well as athletic packets. We will host Saturday enrichment opportunities to open the school as a resource to the community and support individualized remediation for Tier 3 students. We will host Open House, Conference Nights, Academic Celebrations etc to ensure parents will be invited to the campus. The principal will send a weekly email to all families highlighting what is happening on campus each week and setting the stage for families to reach out to the school to assist with their needs. Our PTSA will supplements membership fees for families in need to build support and stand near the car line to offer parental support to other parents. Reaching out to parents and families will be ongoing. A voluntary group of teachers will go on a bus tour of the neighborhood that we serve to get to know the kids and inform decisions with regard to teacher best practices as well as building relationships.

Adams will partner with the neighboring community members to utilize resources to support wraparound community services like free tutoring by practitioners (engineers, nurses, psychologists, doctors, paramedics etc.) to support the success of students regardless of their ability to financially support specialized supports outside of school. Reach out to bilingual advocates to be a resource and bridge language barriers that may be present to accessing services within the community. All Pro Dads will come to Adams to build value in the relationships of fathers being more involved in schools with their students.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
*Reviews school-wide data on an ongoing basis and identifys instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;

Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review outcome data and engage in problem solving. Team members include but are not limited to: administrator(s), guidance counselor(s), school psychologist, ESE Specialist, content area coaches/specialists, and PLC liaisons.The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

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

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (e.g. Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary school to middle school, middle school to high school, or simply moving to a new school in the middle of the year. Some examples include:

*Hold articulation meetings between 5th grade & 6th grade teachers.
*Bring 6th graders & 9th graders back early for orientation.
*Train a cadre of student ambassadors to help orient other students.
*Parent information and/or education opportunities.
*Middle school students visit, tutor, and/or perform at elementary schools.
*High school students visit, tutor, and/or perform at middle schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:
What is the problem?
Why is it occurring?
What are we going to do about it?
Is it working?

Assess the implementation of the SIP:
Does the data show positive student growth?
Are we making progress toward the SIPs intended outcomes?
What can we do to sustain what's working?
What barriers to implementation are we facing?
What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Achievement				$334,668.23
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	510-Supplies	0041 - Adams Middle School	UniSIG		$18,000.00
			Notes: Supplies such as post-it paper, whiteboards, markers to support instruction in the classroom to enhance student learning. Each grade level team will determine best use of funds by academic department. A specialist team will be included as well.(4 instructional teams; each team allotted $4,500 = $18,000).			
	5100	520-Textbooks	0041 - Adams Middle School	UniSIG		$2,192.19
			Notes: Academic Subscriptions to enhance content areas (Math, Science, ELA, and Social Studies) by connecting content to the real world. Scholastic Classroom Magazine: Action Magazine (180 @ $9.49 = $1,708.20) (180 @ $9.49 = $1,708.20) Quote available.			
	5100	644-Computer Hardware Non-Capitalized	0041 - Adams Middle School	UniSIG		$25,760.00
			Notes: Computers- 28 Elite Notebooks to increase students engagement and enrich learning. 28 Elite Notebooks @ $920 each x 28 = $25,760. Quote available.			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0041 - Adams Middle School	UniSIG		$3,477.04
			Notes: Dock Stations- 28 to support the Elite Notebooks 28 Dock Stations @ $124.18 = $3,477.04			
	5100	644-Computer Hardware Non-Capitalized	0041 - Adams Middle School	UniSIG		$2,100.00
			Notes: Microsoft License- 30 license to support Elite Notebooks 28 License @ $75 each = $2,100			
	5100	730-Dues and Fees	0041 - Adams Middle School	UniSIG		$1,000.00
			Notes: Student Dues & Fees To encourage student participation in clubs and activities, dues will be paid for students that are unable to afford the cost of joining/participating.			
	7800	360-Rentals	0041 - Adams Middle School	UniSIG		$5,000.00
			Notes: Transportation to Tampa Experiences aligned with course work.The cost of the program is donated, however, the school needs to provide the transportation/buses so students can benefit from the Junior Achievement program, receive mentoring, and gain real-world job training opportunities. Trip #1-4 buses @ $775 each = $3,100 Trip #2- 1 bus @ $775 = $775 Trip #3- 1 bus @ $775 = $775 Trip #4- 1 bus @ $350 = $350 Quote available.			
			0041 - Adams Middle School			$3,000.00
			Notes: All Pro Dads- Mentoring			
	6400	510-Supplies	0041 - Adams Middle School	UniSIG		$1,700.00
			Notes: PD Supplies such as chart paper, markers, post-its to support on-going professional development as well as PLC's			
	5100	120-Classroom Teachers	0041 - Adams Middle School	UniSIG		$14,742.00
			Notes: Tutorial - Extended Learning Programs (6.5 hrs per week @ $27 per hour x 6 weeks for 14 tchrs = $14,742)			
	5100	120-Classroom Teachers	0041 - Adams Middle School	UniSIG	1.0	$60,003.78
			Notes: Math Resource Teacher			
	5100	210-Retirement	0041 - Adams Middle School	UniSIG		$5,082.32
			Notes: 8.47% Math Resource Teacher Retirement			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$3,720.23
			Notes: 6.2% Math Resource Teacher FICA			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$870.05
			Notes: 1.45% Math Resource Teacher			

	5100	230-Group Insurance	0041 - Adams Middle School	UniSIG		$10,620.67
		Notes: 17.7% Math Resource Teacher				
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$306.02
		Notes: .51% Math Resource Teacher				
	5100	120-Classroom Teachers	0041 - Adams Middle School	UniSIG	1.0	$49,128.07
		Notes: Science Resource Teacher				
	5100	210-Retirement	0041 - Adams Middle School	UniSIG		$4,161.15
		Notes: 8.47% Science Resource Teacher Retirement				
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$3,045.94
		Notes: 6.2% Science Resource Teacher FICA				
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$712.36
		Notes: 1.45% Science Resource Teacher Medicare				
	5100	230-Group Insurance	0041 - Adams Middle School	UniSIG		$8,695.67
		Notes: 17.7% Science Resource Teacher				
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$250.55
		Notes: .51% Science Resource Teacher				
	5100	120-Classroom Teachers	0041 - Adams Middle School	UniSIG	1.0	$45,501.40
		Notes: Student Success Coach				
	5100	210-Retirement	0041 - Adams Middle School	UniSIG		$3,853.97
		Notes: 8.47% Student Success Coach				
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$2,821.09
		Notes: 6.2% Student Success Coach FICA				
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$659.77
		Notes: 1.45% Student Success Coach				
	5100	230-Group Insurance	0041 - Adams Middle School	UniSIG		$8,053.75
		Notes: 17.7% Student Success Coach				
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$232.06
		Notes: .51% Student Success Coach				
	6400	130-Other Certified Instructional Personnel	0041 - Adams Middle School	UniSIG		$880.00
		Notes: Reading Coach Supplement				
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$54.56
		Notes: 6.2% of .Reading Coach Supplement FICA				
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$12.76
		Notes: 1.45% of Reading Coach Supplement Medicare				
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$4.49
		Notes: .51% of Reading Coach Supplement				
	6300	210-Retirement	0041 - Adams Middle School	UniSIG		$579.52

			Notes: Assistant Principal over the summer after contracted time has ended. $35 per hour x 20 days = $5,600			
	6300	220-Social Security	0041 - Adams Middle School	UniSIG		$424.20
			Notes: FICA - Assistant Principal over the summer after contracted time has ended. $35 per hour x 20 days = $5,600			
	6300	220-Social Security	0041 - Adams Middle School	UniSIG		$99.21
			Notes: Medicare - Assistant Principal over the summer after contracted time has ended. $35 per hour x 20 days = $5,600			
	6300	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$34.89
			Notes: Assistant Principal over the summer after contracted time has ended. $35 per hour x 20 days = $5,600			
	5100	210-Retirement	0041 - Adams Middle School	UniSIG		$1,248.65
			Notes: Tutorial - Extended Learning Programs			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$914.00
			Notes: FICA - Tutorial - Extended Learning Programs			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$213.76
			Notes: Medicare - Tutorial - Extended Learning Programs			
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$75.18
			Notes: Tutorial - Extended Learning Programs			
	6400	310-Professional and Technical Services	0041 - Adams Middle School	UniSIG		$12,000.00
			Notes: Learning Science International : Ignite Series: Learning Targets and Success Criteria, Team Talk, Task-Target Alignments & Purposeful Tasks. Four 3 hr PD sessions @ $3,000 each =$12,000.			
	6400	510-Supplies	0041 - Adams Middle School	UniSIG		$6,000.00
			Notes: Ignite Series Reproduction License for Materials			
	5100	520-Textbooks	0041 - Adams Middle School	UniSIG		$2,744.01
			Notes: Perma-Bound: Spanish book titles to support the achievement of ESOL students. Quote Available			
	5100	519-Technology-Related Supplies	0041 - Adams Middle School	UniSIG		$604.15
			Notes: Califone 3068AV Headphones. Students will be able to work without disturbing the learning of others. (81 headphones @ $7.41 each = $600.21).			
	5100	640-Furniture, Fixtures and Equipment	0041 - Adams Middle School			$223.80
			Notes: Fidget desk where select student can sit or stand in order to complete their work. (1 @ $223.80)			
	5100	360-Rentals	0041 - Adams Middle School			$3,142.13
			Notes: Acquire Hero by Schoolmint: This will allow us to reinforce positive student behavior, keep students engaged in the curriculum and improve teacher to student relationships as well as student to student relationships. Hero-Annual Subscription based on student enrollment of 855 students = $3,142.13. Quote available			
	6300	110-Administrators	0041 - Adams Middle School	UniSIG		$6,842.00
			Notes: Assistant Principal over the summer after contracted time has ended. $35 per hour x 20 days = $5,600			
	6300	120-Classroom Teachers	0041 - Adams Middle School	UniSIG		$5,513.88

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			Notes: T-pay Instructional Duties added for teachers @ $35 per hour for 158 hrs = $5513.88 PLCs and additional planning with the content area coaches to increase student engagement, lesson planning, and increased rigor			
	6300	210-Retirement	0041 - Adams Middle School	UniSIG		$467.03
			Notes: T-pay Instructional Duties added for teachers @ $35 per hour for 158 hrs = $5513.88 PLCs and additional planning with the content area coaches to increase student engagement, lesson planning, and increased rigor			
	6300	220-Social Security	0041 - Adams Middle School	UniSIG		$341.86
			Notes: FICA - T-pay Instructional Duties added for teachers @ $35 per hour for 158 hrs = $5513.88 PLCs and additional planning with the content area coaches to increase student engagement, lesson planning, and increased rigor			
	6300	220-Social Security	0041 - Adams Middle School	UniSIG		$79.95
			Notes: Medicare - T-pay Instructional Duties added for teachers @ $35 per hour for 158 hrs = $5513.88 PLCs and additional planning with the content area coaches to increase student engagement, lesson planning, and increased rigor			
	6300	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$28.12
			Notes: T-pay Instructional Duties added for teachers @ $35 per hour for 158 hrs = $5513.88 PLCs and additional planning with the content area coaches to increase student engagement, lesson planning, and increased rigor			
	6400	330-Travel	0041 - Adams Middle School	UniSIG		$7,450.00
			Notes: AVID National Conference - the AVID National Conference is a forum to learn best practices on how we can systematically increase academic rigor, create engaging learning environments, accelerate the performance of underrepresented students, and deliver positive results school wide. travel-flight $350 pp @ 5 each=$1750; registration fees $650 pp@ 5 = $3250; hotel- $200 per day x 2 days pp @ 5=$2,000; $30 daily food stipend 3 days @ 5 = $450			
2	**III.A.**	**Areas of Focus: Culture**				**$0.00**
3	**III.A.**	**Areas of Focus: Assessment**				**$62,143.10**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0041 - Adams Middle School	UniSIG	1.0	$45,501.40
			Notes: Reading Coach			
	6400	210-Retirement	0041 - Adams Middle School	UniSIG		$3,853.97
			Notes: 8.47% Reading Coach			
	6400	220-Social Security	0041 - Adams Middle School	UniSIG		$2,821.09
			Notes: 6.2% Reading Coach FICA			
	6400	220-Social Security	0041 - Adams Middle School	UniSIG		$659.77
			Notes: 1.45% Reading Coach Medicare			
	6400	230-Group Insurance	0041 - Adams Middle School	UniSIG		$8,053.75
			Notes: 17.7% Reading Coach			
	6400	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$232.06
			Notes: .51% Reading Coach			
	6400	510-Supplies	0041 - Adams Middle School	UniSIG		$284.40
			Notes: Supplies for reading coach to be equipped to model lessons for and with teachers as well as conduct PD training.			
	5100	520-Textbooks	0041 - Adams Middle School	UniSIG		$736.66

	Notes: USA Test PREP to be used with students that traditionally score level 1 or 2 in reading to support their EOC exams. This can be used during the scheduled ELP time. (see quote)
Total:	**$406,940.56**