Adams Middle School

2020-21 Schoolwide Improvement Plan

Table of Contents

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

Table of Contents

Adams Middle School

10201 N BOULEVARD, Tampa, FL 33612

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	91%

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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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 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.

Act with respect
Make responsible choices
Stay safe

Provide the school's vision statement.

Adams will have a culturally conscious climate that champions advocacy for all by promoting an emphasis upon social emotional learning to promote achievement for students, faculty/staff, families, and the community.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Mitchell, Nishira	Principal	Nishira Mitchell, Principal Crystal Gardiner, Assistant Principal Troy Hart, Assistant Principal Dr. Linda Perdue, Literacy Coach Lawrence Smith, Math Coach Sandra Galpin, Science Coach Kristina Sabina, Success Coach Sherry Barry, School Counselor Tonya Poole, School Counselor Gilbrette Berthier, Social Worker Deirdre Johnson, English Rode Pratts, Science Teacher Kevyn Jackman, Science Teacher The Leadership team meets weekly to biweekly. The purpose of the core leadership team to uphold and environment that is safe for learning. We collaborate and problem solve to ensure planning and implementation for high quality instructional practices utilizing the RTI/MTSS process. We are ensuring Tier I is in place for everyone and interventions/enrichment support students (Tiers 2/3) levels.
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 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

Name	Title	Job Duties and Responsibilities
		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 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

Name	Title	Job Duties and Responsibilities
		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

Demographic Information

Principal start date
Wednesday 7/17/2019, Nish IR A Mitchell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	259	188	233	0	0	0	0	680
Attendance below 90 percent	0	0	0	0	0	0	49	59	55	0	0	0	0	163
One or more suspensions	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	71	69	77	0	0	0	0	217
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	98	82	85	0	0	0	0	265

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	5	26	29	0	0	0	0	60

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

Date this data was collected or last updated

Thursday 10/29/2020

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	
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	

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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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	
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	

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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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**	
	(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.

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%
	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

2019 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 2017-18	C & C Accel 2017-18
SWD	12	27	26	15	39	41	16	16			
ELL	13	31	37	23	38	37	6	16			
ASN	60	69		80	77						

2019 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 2017-18	C & C Accel 2017-18
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
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%	2
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%	1
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%	0
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%	0
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%	1
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%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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 was at 26% percent proficiency. This can be attributed to the teacher skill in the classroom and lack of standard based instruction along side the continuous improvement model for achievement.

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

School acceleration showed the greatest decline decreasing from 88 to 66 points. There were no school certifications and there would need to be a minimum of ten to positively contribute to our school data. Algebra I scores experienced a decline so the classroom instruction did not meet the needs of the students. In addition, there was a lack of reflective practice involving the continuous improvement model (plan, do, act, and check).

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 has the greatest gap. The teacher skill did not meet the needs of the students. In addition, there was a lack of reflective practice involving the continuous improvement model (plan, do, act, and check).

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

6th grade ELA scores went from 26% proficiency to 28 % proficiency. New actions cannot be accounted for as most of the staff is new to Adams.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The under serving of five of the six ESSA subgroups are of a major concern. Our focus is to support each subgroup with a priority for supporting students with disabilities and english language learners. Students with disabilities and english language learners have been served below the federal index for one or more years.

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

1. Ensure that all students and faculty are safe.
2. Provide high quality, standards based instruction.
3. Enhance school culture and morale.
4. Increase student promotion rates.
5. Increase positive behavior.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Adams Middle School will increase teacher capacity for implementation and understanding of Florida State Standards through purposeful common planning sessions as well as implementation of standards-based instructional strategies.
Measurable Outcome:	Professional learning community reflection data alongside walkthrough data will reveal specific data regarding teacher capacity to provide on grade level instruction aligned to the content standards. Instructional planning and assessments will align to on grade level content standards specific to each content. Increase in teacher observation ratings for domain 1: planning and domain 3: instruction will support evidence for teacher capacity.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Professional Learning Communities Learning Walks Professional Development Coaching Cycles Peer learning labs for reflective practice
Rationale for Evidence-based Strategy:	Professional learning communities focus upon peer exchange of ideas and fosters teachers to push their learning each time they attend their professional learning communities. This will allow teachers the forum to plan for implementation of standard based instruction as well. Learning walks will be the leadership team's way of inspecting the expectation and providing continuous feedback upon what is going well and specifically where teachers need more support to inform meaningful professional development. Teacher participation in learning labs on their campus allows them to see their peers in action for the purpose of reflecting upon standard target task alignment to support their own reflection and implementation. Coaching cycles allow the academic coaches to specifically support the needs of teachers and participate in the "I do", "we do", "you do" modeling approach.

Action Steps to Implement

Weekly learning walks
Teacher training for CPALMS
Coaching Cycles by science, literacy, and math
data chats
professional learning
common planning

Person Responsible	[no one identified]

Reflective practice learning walks with a laser focus upon standard-target task alignment

Person Responsible	Reginald Maathis (reginald.mathis@hcps.net)

Train teachers upon utilizing CPALMS

Person Responsible	Nishira Mitchell (nishira.mitchell@hcps.net)

Data Chats with PLCs and individual teachers regarding common assessment data

Person Responsible	Reginald Maathis (reginald.mathis@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The focus will be upon strengthening core instruction for all teachers. Strengthening core instruction will be facilitated by our instructional look fors and professional learning opportunities to support. Our ESSA subgroups (Hispanic, Black, Multiracial, Economically Disadvantaged, ELL, SWD) will be supported via core instruction aligned to standards. In addition, ESSA subgroups will be monitored and supported by academic coaches and student support services. They will be monitored for early warning indicators such as attendance, course performance, and behavior. They will also be celebrated via PBIS for achievements.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

N/A

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				**$346,974.39**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0041 - Adams Middle School	UniSIG	1.0	$48,571.32
			Notes: Reading Coach Salary Less Indirect Cost Support instruction during vacancies. Support student, new teachers, and the entire faculty with school wide writing and reading strategies that promote achievement. Provide trainings for Adams faculty as well student-			

			family engagement support sessions around literacy. FSA increase in achievement level, bottom quartile, and gains, teacher retention in reading, semester exam data			
	6400	210-Retirement	0041 - Adams Middle School	UniSIG		$4,113.99
			Notes: Reading Coach Retirement 8.47% Less Indirect Cost			
	6400	220-Social Security	0041 - Adams Middle School	UniSIG		$3,011.42
			Notes: Reading Coach FICA 6.20% Less Indirect Cost			
	6400	220-Social Security	0041 - Adams Middle School	UniSIG		$704.28
			Notes: Reading Coach Medicare 1.45% Less Indirect Cost			
	6400	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$247.71
			Notes: Reading Coach Workers Com .51% Less Indirect Cost			
	6400	231-Health and Hospitalization	0041 - Adams Middle School	UniSIG		$9,228.55
			Notes: Reading Coach Health Ins 19% Less Indirect Cost			
	5100	120-Classroom Teachers	0041 - Adams Middle School	UniSIG	1.0	$51,328.88
			Notes: Math Resource Salary Less Indirect Cost Support teachers and new teacher math academy through specific coaching cycles from classroom observation data. Support instruction during vacancies. Provide trainings for Adams faculty as well student-family engagement support sessions around literacy in math. Support students and teachers for FSA increase in achievement level, bottom quartile, and gains, teacher retention in math, semester exam data. Utilize small instructional groups to intensely support student growth in the spring semester.			
	5100	210-Retirement	0041 - Adams Middle School	UniSIG		$4,347.56
			Notes: Math Resource Retirement 8.47% Less Indirect Cost			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$3,182.39
			Notes: Math Resource FICA 6.2% Less Indirect Cost			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$744.27
			Notes: Math Resource Medicare 1.45% Less Indirect Cost			
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$261.78
			Notes: Math Resource Workers Comp .51% Less Indirect Cost			
	5100	231-Health and Hospitalization	0041 - Adams Middle School	UniSIG		$9,752.49
			Notes: Math Resource Health Ins 19% Less Indirect Cost			
	5100	120-Classroom Teachers	0041 - Adams Middle School	UniSIG	1.0	$51,328.88
			Notes: Science Resource Salary Less Indirect Cost Support teachers, students, and new teacher science academy. Support instruction during vacancies. Provide training for Adams faculty as well student-family engagement support sessions around literacy in science. SSA increase in achievement level, reading increase across grade level, teacher retention in science, semester exam data. Utilize small instructional groups to intensely support students in the spring semester.			
	5100	210-Retirement	0041 - Adams Middle School	UniSIG		$4,347.56
			Notes: Science Resource Retirement 8.47%Less Indirect Cost			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$3,182.39
			Notes: Science Resource FICA 6.2%Less Indirect Cost			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$744.27

			Notes: Science Resource Medicare 1.45% Less Indirect Cost			
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$261.78
			Notes: Science Resource Workers Comp .51% Less Indirect Cost			
	5100	231-Health and Hospitalization	0041 - Adams Middle School	UniSIG		$9,752.49
			Notes: Science Resource Health Ins 19% Less Indirect Cost			
	6120	130-Other Certified Instructional Personnel	0041 - Adams Middle School	UniSIG	1.0	$61,710.00
			Notes: Student Success Coach Salary Less Indirect Cost Support instruction during vacancies. Support overage students and students with retentions through small socio emotional groups and academic plans. Increase promotions by supporting student success for ssa increase in achievement level, reading increase across grade level, semester exam data			
	6120	210-Retirement	0041 - Adams Middle School	UniSIG	1.0	$5,226.84
			Notes: Student Success Coach Retirement 8.47% Less Indirect Cost			
	6120	220-Social Security	0041 - Adams Middle School	UniSIG	1.0	$3,826.02
			Notes: Student Success Coach FICA 6.2% Less Indirect Cost			
	6120	220-Social Security	0041 - Adams Middle School	UniSIG	1.0	$894.80
			Notes: Student Success Coach Medicare 1.45% Less Indirect Cost			
	6120	240-Workers Compensation	0041 - Adams Middle School	UniSIG	1.0	$314.72
			Notes: Student Success Coach Worker Comp .51% Less Indirect Cost			
	6120	231-Health and Hospitalization	0041 - Adams Middle School	UniSIG	1.0	$11,724.90
			Notes: Student Success Coach Health Ins 19% Less Indirect Cost			
	5100	120-Classroom Teachers	0041 - Adams Middle School	UniSIG		$26,325.00
			Notes: Tutorial - Extended Learning Programs (6.5 hrs per week @ $27 per hour x 6 weeks for 25 tchrs = $26,325). To recover the learning slide that occurred from March- August. Extended learning will be ongoing throughout the school year.			
	5100	210-Retirement	0041 - Adams Middle School	UniSIG		$2,229.73
			Notes: Tutorial- Retirement @ 8.47%			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$1,632.15
			Notes: Tutorial- Social Security (FICA @ 6.20%)			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		$381.71
			Notes: Tutorial- Social Security (Medicare @ 1.45%)			
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		$134.26
			Notes: Tutorial- Workers Comp (Workers Comp @ .51%)			
	5100	510-Supplies	0041 - Adams Middle School	UniSIG		$10,095.96
			Notes: Supplies- per 5% cap- for instructional use such as paper, chart paper, markers, pencils and the like. $10,095.96 shared among 55 instructional staff members will give each approximately $180.			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0041 - Adams Middle School	UniSIG		$8,824.93

			Notes: The school will purchase 8 laptops at 995=7960 and 2 document cameras at 299 = 598. The technology will be provided to teachers as they conduct their data chats and monitor students progress. The document cameras will be used by teachers to support their lessons so students are able to view the text being shared as well as other academic areas.			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0041 - Adams Middle School	UniSIG		$8,541.36
			Notes: The school will purchase 12 laptops at the cost of 701 =8,412.00. The laptops will provided to support small groups. Many of the laptops purchased with our UniSIG funds during COVID were returned damaged.			
					Total:	**$357,390.00**