

Hillsborough County Public Schools

Adams Middle School



2021-22 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: 6/22/2021

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

* 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

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>84%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>90%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		D	D	C

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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	Position Title	Job Duties and Responsibilities
Mitchell, Nishira	Principal	Lead the vision and mission of Adams while ensuring that we remain a "C" or better.
Johnson, Deirdre	Instructional Coach	Literacy Coach

Demographic Information

Principal start date

Tuesday 6/22/2021, 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.*

3

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.*

3

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

655

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	208	182	248	0	0	0	0	638
Attendance below 90 percent	0	0	0	0	0	0	94	101	138	0	0	0	0	333
One or more suspensions	0	0	0	0	0	0	11	7	16	0	0	0	0	34
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	82	76	97	0	0	0	0	255
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	77	69	110	0	0	0	0	256
Number of students with a substantial reading deficiency	0	0	0	0	0	0	145	106	143	0	0	0	0	394

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	8	4	11	0	0	0	0	23

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 6/22/2021

2020-21 - 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	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	

2020-21 - 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	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	3	8	16	0	0	0	0	27

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	51%	54%	32%	52%	53%
ELA Learning Gains				34%	52%	54%	42%	53%	54%
ELA Lowest 25th Percentile				33%	47%	47%	37%	48%	47%
Math Achievement				33%	55%	58%	43%	56%	58%
Math Learning Gains				44%	57%	57%	53%	59%	57%
Math Lowest 25th Percentile				40%	52%	51%	46%	52%	51%
Science Achievement				26%	47%	51%	28%	47%	52%
Social Studies Achievement				31%	67%	72%	45%	66%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	28%	53%	-25%	54%	-26%
Cohort Comparison						
07	2021					
	2019	21%	54%	-33%	52%	-31%
Cohort Comparison		-28%				
08	2021					
	2019	26%	53%	-27%	56%	-30%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	24%	49%	-25%	55%	-31%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	34%	62%	-28%	54%	-20%
Cohort Comparison		-24%				
08	2021					
	2019	12%	31%	-19%	46%	-34%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	23%	47%	-24%	48%	-25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	67%	-38%	71%	-42%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	63%	4%	61%	6%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District midyears and semester exams are used to support Winter results. Baseline data is used for Fall reports.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	41	28
	Economically Disadvantaged	44	41	27
	Students With Disabilities	44	41	18
	English Language Learners	44	41	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	26	24
	Economically Disadvantaged	6	26	21
	Students With Disabilities	6	26	10
	English Language Learners	6	26	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	31	20
	Economically Disadvantaged	34	31	20
	Students With Disabilities	34	31	14
	English Language Learners	34	31	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	5	20
	Economically Disadvantaged	2	5	19
	Students With Disabilities	2	5	13
	English Language Learners	2	5	14
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	4	19	40
	Economically Disadvantaged	4	19	38
	Students With Disabilities	4	19	28
	English Language Learners	4	19	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	49	35
	Economically Disadvantaged	35	49	33
	Students With Disabilities	35	49	10
	English Language Learners	35	49	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	25	31
	Economically Disadvantaged	2	25	29
	Students With Disabilities	2	25	14
	English Language Learners	2	25	10
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	9	15	23
	Economically Disadvantaged	9	15	0
	Students With Disabilities	9	15	5
	English Language Learners	9	15	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	25	18	11	30	40	9	23			
ELL	19	38	33	17	32	38	12	30			
ASN	79	85		64	43						
BLK	17	28	27	16	33	47	20	28			
HSP	28	39	33	24	33	39	16	38	78		
MUL	41	33		55	57		33				
WHT	42	37		35	33	50	38	53	73		
FRL	27	35	28	23	33	42	22	36	72		
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			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or 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	44
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	10
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	29
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	68
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	45
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our 6th grade and 8th grade students appear to be experiencing the most growth from baseline assessments to midyear in ELA, Math, and Science. Our black, swd, and economically disadvantaged students are being underserved by way of vacancies and lack of access opportunities.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our 7th grade math areas show the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our 7th grade math students have access to educators that are novice (less than one year) and needs improvement state vam.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Acceleration showed the most improvement in Algebra I.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The targeted support of the math coach and the experienced teacher with a proven track record for impacting student growth was the change agent in this area. The teacher had access to targeted planning support with the math coach along with co teacher opportunities.

What strategies will need to be implemented in order to accelerate learning?

Targeted small group instruction with planned standards-based opportunities for change.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Learning labs that allow teachers to go into their peers classrooms that are experiencing success will allow collegial learning and sharing of strategies to impact change. In addition, instructional coaches will plan with teachers during common planning times with an emphasis on standards based instruction with clear performance tasks.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Hiring and retention focus on highly qualified staff is the largest area of growth.

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. We will utilize instructional coaches to support professional learning, coaching, and small group instruction for our faculty. We are focused upon ensuring our faculty plans and implements scaffolding support to fill gaps where students need support.

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 within each content area. 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

Monitoring: We will monitor by having administration and coaches participate alongside faculty in common planning sessions. They will use our walkthrough form to collect and analyze practices that we see have a positive impact upon student achievement related to the standard. We will also collect data on practices that we see that do not have positive impact so that we are able to mentor those teachers.

Person responsible for monitoring outcome: Nishira Mitchell (nishira.mitchell@hcps.net)

Evidence-based Strategy: Professional Learning Communities will be focused on standard-based planning, analyzing data, with a focus on teacher clarity. Use of learning walks to focus on planning look-fors along with implementation of standard-based instructional strategies. On going coaching cycles and observations to provide feedback to teachers on teacher clarity.

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

The math coach will provide daily support to teachers through specific coaching cycles from classroom observation data. Develop the before-during-after common planning protocol to support teacher clarity. Lead common planning sessions for standards based planning and teacher implementation.

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

The Success Coach will lead Tier I Behavior and Academic interventions for students in need (one or more retentions, one or more core course failure, one of more discipline referral). Develop the before-during-after MTSS planning protocol to support clarity.

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

RTI Resource Teacher will support student services in academic achievement for grades 6, 7, 8. They will facilitate the student services meeting to ensure that our students have Tier I supports in place. They will ensure behavior, Attendance Tier I interventions are accessible to students by way of cross collaboration with Success Coach, School Counselors, Team Leaders, and Social Worker.

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

Provide monthly Professional Learning (Diana Carry Thinking Core) Support faculty with professional development linked to standard target task alignment, Principal, Academic Coaches, Assistant Principal, Dates: July 1, 2021- June 30, 2022. Plan for progress monitoring: Biweekly classroom walkthrough trend data with actionable feedback; analyze student work. Biweekly classroom walkthroughs of core areas, feedback on common planning notes at least once per month, trends for instructional look fors.

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

Purchase Pear Deck, IXL, Nature's Classroom Field Trip, Computer Carts for student labs in each content area of classroom, newline monitors, supplies, USA Test Prep, Penda. Daily use of academic subscriptions for math, science, and social studies, and technology to enhance the deepening of knowledge of students by using online tutorials. These programs and resources will also be used by academic coaches and classrooms teachers to support remediation of standards and review opportunities to deepen student content knowledge. Subject Area Leaders, Academic Coaches, Principal, Assistant Principal, Dates: July 1, 2021- June 30, 2022. Plan for progress monitoring: Biweekly meetings to examine data. Biweekly classroom walkthroughs, common assessment data from core areas

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

Purchase supplies (calculators, paper, pencils, pens, backpacks, books, etc.) to help families in poverty with the basic needs to do well academically in the classroom. Academic Coaches, Social Worker, Principal, Assistant Principal, Dates: July 1, 2021- June 30, 2022. Plan for progress monitoring: Biweekly meetings to examine data of the "why" in the MTSS for student achievement, daily observations of students that are in need and recurring cycle of enrollment with specificity on homeless or shared double up students.

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

Offer T Payrolls and Instructor duties for common planning modeling. Provide school wide professional development fund to support practices that improve academic achievement for students and teachers. Professional development will involve coaching and require teachers to examine data beyond the regular school day at least three times per year. Responsible parties include: Academic Coaches, PLC leaders, Subject Area Leaders Principal, Assistant Principal, Dates: July 1, 2021- June 30, 2022. Plan for progress monitoring: Classroom walkthroughs, feedback on planning notes at least once per month, examining common planning data sessions, and data chat logs.

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

Reading Coach will support standards based instruction aligned to full depth of the standard. Develop the before-during-after common planning protocol to support teacher clarity. Lead common planning sessions for standards based planning and implementation. Support students, new teachers, and the entire faculty with school wide writing and reading strategies that promote achievement.

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

Purchase School wide book fair purchases so that every kid is able to have a personal book of interest aligned to their reading level. Responsible for implementation: Literacy Coach, Media Specialist, Principal, Assistant Principal, Dates: July 1, 2021- June 30, 2022. Plan for progress monitoring: Monthly examination of achieve 3000 data for targeted groups of bottom quartile students, Black, Multiracial Hispanic, SWD, and economically disadvantaged students.

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

Hire PFE Liaison Aide to support students and families with their social needs as well as academic needs. The PFE Liaison will work with the student services team to connect families with resources. PFE Liaison will partner with student services to offer monthly parent nights regarding standards-based instruction (ELA, Math, Science, Social Studies) and overall ways families can support their students to experience academic success at Adams. Improve culture with families.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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. We will utilize our Success Coach to support the implementation and monitoring of our student behavior as well as the conditions in which they thrive. We will provide grade level team planning to develop and implement Tier I approaches for discipline, attendance, and academic achievement for students.

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.

We will address a positive school and culture environment by review the mission of our school with the students. We will

1. Act with respect
2. Make responsible choices
3. Stay safe.

We will the following research based programs to ensure a positive school culture exists on campus: PBIS, CHAMPs, and Restorative Practices.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration and all staff members will be responsible for sharing and implementing our mission statement throughout the school.

PBIS, CHAMPs, and Restorative Practices will be supported by the Students Services Team and implemented by the teachers.

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				\$295,574.63
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0041 - Adams Middle School	UniSIG	1.0	\$57,751.06
			Notes: * The math resource will provide daily support to teachers through specific coaching cycles from classroom observation data. Develop the before-during-after common planning protocol to support teacher clarity. Lead common planning sessions for standards based planning and teacher implementation.			
	5100	210-Retirement	0041 - Adams Middle School	UniSIG		\$6,248.66
			Notes: *Math Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		\$3,580.57
			Notes: *Math Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	0041 - Adams Middle School	UniSIG		\$837.39
			Notes: *Math Resource Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	0041 - Adams Middle School	UniSIG		\$10,972.70
			Notes: *Math Resource Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	0041 - Adams Middle School	UniSIG		\$294.53
			Notes: *Math Resource Teacher-Workers Comp (.51%)			
	6120	130-Other Certified Instructional Personnel	0041 - Adams Middle School	UniSIG	1.0	\$70,350.03
			Notes: *The Success Coach will lead Tier I Behavior and Academic interventions for students in need (one or more retentions, one or more core course failure, one of more discipline referral). Develop the before-during-after MTSS planning protocol to support clarity.			
	6120	210-Retirement	0041 - Adams Middle School	UniSIG		\$7,611.87
			Notes: *Student Success Coach-Retirement (10.82%)			

	6120	220-Social Security	0041 - Adams Middle School	UniSIG		\$4,361.70
			<i>Notes: *Student Success Coach-FICA (6.2%)</i>			
	6120	220-Social Security	0041 - Adams Middle School	UniSIG		\$1,020.08
			<i>Notes: *Student Success Coach-Medicare (1.45%)</i>			
	6120	230-Group Insurance	0041 - Adams Middle School	UniSIG		\$13,366.51
			<i>Notes: *Student Success Coach-Health and Life Insurance (19%)</i>			
	6120	240-Workers Compensation	0041 - Adams Middle School	UniSIG		\$358.79
			<i>Notes: *Student Success Coach-Workers Comp (.51%)</i>			
	6400	130-Other Certified Instructional Personnel	0041 - Adams Middle School	UniSIG	1.0	\$62,110.09
			<i>Notes: *Reading Coach will support standards based instruction aligned to full depth of the standard. Develop the before-during-after common planning protocol to support teacher clarity. Lead common planning sessions for standards based planning and implementation. Support students, new teachers, and the entire faculty with school wide writing and reading strategies that promote achievement.</i>			
	6400	210-Retirement	0041 - Adams Middle School	UniSIG		\$6,720.31
			<i>Notes: *Reading Coach-Retirement (10.82%)</i>			
	6400	220-Social Security	0041 - Adams Middle School	UniSIG		\$3,850.83
			<i>Notes: *Reading Coach-FICA (6.2%)</i>			
	6400	220-Social Security	0041 - Adams Middle School	UniSIG		\$900.60
			<i>Notes: *Reading Coach-Medicare (1.45%)</i>			
	6400	230-Group Insurance	0041 - Adams Middle School	UniSIG		\$11,610.92
			<i>Notes: *Reading Coach-Health and Life Insurance (19%)</i>			
	6400	240-Workers Compensation	0041 - Adams Middle School	UniSIG		\$316.76
			<i>Notes: *Reading Coach-Workers Comp (.51%)</i>			
	6400	120-Classroom Teachers	0041 - Adams Middle School	UniSIG		\$5,261.79
			<i>Notes: Professional Development will be conducted to support practices that improve academic achievement for students and teachers. Professional development will involve coaching and require teachers to examine data. This will require 60 teachers for 3 weeks for 2 hours per week at \$15 per hour.</i>			
	6400	210-Retirement	0041 - Adams Middle School	UniSIG		\$569.33
			<i>Notes: Professional Development-Retirement (10.82%)</i>			
	6400	220-Social Security	0041 - Adams Middle School	UniSIG		\$326.23
			<i>Notes: Professional Development-FICA (6.2%)</i>			
	6400	220-Social Security	0041 - Adams Middle School	UniSIG		\$76.30
			<i>Notes: Professional Development-Medicare (1.45%)</i>			
	6400	240-Workers Compensation	0041 - Adams Middle School	UniSIG		\$26.84
			<i>Notes: Professional Development-Workers Comp (.51%)</i>			
	6300	120-Classroom Teachers	0041 - Adams Middle School	UniSIG		\$8,594.26
			<i>Notes: Planning time will be held after school and facilitated by the Reading Coach and Math Resource Teachers. This allow teachers to increase their understanding of the standards as well as develop specific plans to meet the needs of all students. The planning will have a total of 60 teachers for 1 hour per week at \$36 per hour for 5 weeks.</i>			

	6300	210-Retirement	0041 - Adams Middle School	UniSIG		\$929.90
			<i>Notes: Instructional Duties Added Stipends-Retirement (10.82%)</i>			
	6300	220-Social Security	0041 - Adams Middle School	UniSIG		\$532.84
			<i>Notes: Instructional Duties Added Stipends-FICA (6.2%)</i>			
	6300	220-Social Security	0041 - Adams Middle School	UniSIG		\$124.62
			<i>Notes: Instructional Duties Added Stipends-Medicare (1.45%)</i>			
	6300	240-Workers Compensation	0041 - Adams Middle School	UniSIG		\$43.83
			<i>Notes: Instructional Duties Added Stipends-Workers Comp (.51%)</i>			
	5100	730-Dues and Fees	0041 - Adams Middle School	UniSIG		\$1,800.00
			<i>Notes: Nature's Classroom Exploration - This is a great opportunity for 6th graders teachers to support the science curriculum for students. The students will have the opportunity to learn how biotic and abiotic factors shape the ecosystems around them. For 300 6th graders at 6.00 per student</i>			
	7800	390-Other Purchased Services	0041 - Adams Middle School	UniSIG		\$750.00
			<i>Notes: Transportation to Nature's Classroom</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0041 - Adams Middle School	UniSIG		\$4,188.00
			<i>Notes: The school will purchase 3 Newline Interactive Display Boards. The boards will be placed in 3 classrooms to enhance teaching for teachers as well as provide an opportunity for students to enhance their learning through technology.</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0041 - Adams Middle School	UniSIG		\$1,788.00
			<i>Notes: 3 Newline Display Stands</i>			
	5100	510-Supplies	0041 - Adams Middle School	UniSIG		\$6,978.79
			<i>Notes: The school will purchase supplies for 60 teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.</i>			
	5100	519-Technology-Related Supplies	0041 - Adams Middle School	UniSIG		\$1,320.50
			<i>Notes: The school will purchase toner, thumb drives, and adapters to support students with laptops while in small groups.</i>			
					Total:	\$310,460.00