

Hillsborough County Public Schools

Adams Middle School



2022-23 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: 7/16/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (36%) 2018-19: D (37%) 2017-18: C (45%)
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	CSI

* 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>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</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>93%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	D	D	D

School Board Approval

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 responsible for coaching, targeted groups, supporting planning, and data analysis to impact students
Hart, Troy	Assistant Principal	Lead school's vision and mission.

Demographic Information

Principal start date

Tuesday 7/16/2019, Nish IR A Mitchell

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

601

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	237	170	203	0	0	0	0	610
Attendance below 90 percent	0	0	0	0	0	0	90	101	138	0	0	0	0	329
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	79	51	1	0	0	0	0	131
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	77	76	25	0	0	0	0	178
Number of students with a substantial reading deficiency	0	0	0	0	0	0	121	91	134	0	0	0	0	346

Using the table above, complete the table below with the number of students by current grade level who have 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	15	17	0	0	0	0	40

Using current year data, complete the table below with the number of students identified as being "retained.":

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 10/20/2022

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	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	
Course failure in Math	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	26%	50%	50%				28%	51%	54%
ELA Learning Gains	38%						34%	52%	54%
ELA Lowest 25th Percentile	27%						33%	47%	47%
Math Achievement	24%	36%	36%				33%	55%	58%
Math Learning Gains	37%						44%	57%	57%
Math Lowest 25th Percentile	49%						40%	52%	51%
Science Achievement	21%	52%	53%				26%	47%	51%
Social Studies Achievement	38%	58%	58%				31%	67%	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	2022					
	2019	28%	53%	-25%	54%	-26%
Cohort Comparison						
07	2022					
	2019	21%	54%	-33%	52%	-31%
Cohort Comparison		-28%				
08	2022					
	2019	26%	53%	-27%	56%	-30%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	24%	49%	-25%	55%	-31%
Cohort Comparison						
07	2022					
	2019	34%	62%	-28%	54%	-20%
Cohort Comparison		-24%				
08	2022					
	2019	12%	31%	-19%	46%	-34%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	47%	-24%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	67%	-38%	71%	-42%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	63%	4%	61%	6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	33	18	12	25	39	11	38			
ELL	23	39	27	21	34	46	13	44	45		
BLK	17	30	29	11	26	38	11	31			
HSP	26	40	23	25	39	54	21	41	63		
MUL	32	25		40	44						
WHT	49	44		40	49		36	41	82		
FRL	25	38	30	22	35	50	18	37	61		
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						

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
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	10
Percent Tested	97%

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%	3

English Language Learners

Federal Index - English Language Learners	34
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
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 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	49
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 state assessments, demonstrate the greatest need for improvement?

Our 7th grade math and ELA 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. In addition, the co teach support has to be developed in an innovative way as there are four vacancies. Our ELA vacancies are in grade 6 and grade 8 as well. We also have vacancies in reading for grade 7 and 8.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Civics in grade 7 showcased the most improvement.

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

The targeted support of the civics teacher 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 administration and district coach along with professional development opportunities.

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

Targeted small group instruction with planned standards-based opportunities for change. In addition, specific co-orted schedule changes to group students around need for specific direction.

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. At least one Monday per month will allow for standards based or instructional professional development for the entire staff. At least one Tuesday per month will allow for socio emotional or MTSS(attendance and behavior indicator) based professional development for the entire instructional staff at Adams Middle School.

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. Activating the instructional leadership team to advance a needs-based focus upon root causes with solutions will also support sustainable growth and ensure improvement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 B1: purpose for learning and B2: engagement in learning will support evidence for teacher capacity.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

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:

Troy Hart (troy.hart@hcps.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

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. Ongoing coaching cycles and observations to provide feedback to teachers on teacher clarity.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Michelle Hosenbackez
(michelle.hosenbackez@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. Utilize MTSS focus support on students with disabilities, black students, multi racial, economically disadvantaged, Hispanic, and English language learners.

Person Responsible

Latanya Hayes (latanya.hayes@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

Latressa Haws (latressa.haws@hcps.net)

Provide monthly Professional Learning Support faculty with professional development linked to standard target task alignment, Principal, Academic Coaches, Assistant Principal, Dates: July 1, 2022- June 30, 2023. 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

Deirdre Johnson (deirdre.johnson@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, 2022- June 30, 2023. 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

Deirdre Johnson (deirdre.johnson@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, 2022- June 30, 2023. 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

Sarah Fielding (sarah.fielding@hcps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 ensure every educator has access to planned lessons for socio emotional learning implementation. In addition, 15 minutes will be built into the daily schedule to support positive relationships among educators and students. We will also host monthly celebrations for attendance, behavior, and academic excellence. We will also utilize a student of the month, teacher of the month, and instructional support employee of the month while utilizing daily positive referrals. Our multi-tiered support system will also allow us to monitor and implement support for students and teachers with research based practices.

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 school culture and environment.

Administration and all staff members will be responsible for sharing and implementing our mission statement throughout the school. School Psychologist, assistant teacher, paraprofessional, instructional teachers, Literacy Coach, Math Coach, RTI Resource Specialist, Success Coach, School Counselors, and Library Media Specialist.

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