

Hillsborough County Public Schools

Adams Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Adams Middle School

10201 N BOULEVARD, Tampa, FL 33612

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mitchell, Nishira	Principal	<p>Nishira Mitchell, Principal, Lead Social Studies Dornette Lewis-Thomas, Assistant Principal, Lead Science Troy Hart, Assistant Principal, Lead Math Deirdre Johnson, Literacy Coach, Schoolwide Coaching Darian Conner, Success Coach, Social Studies Subject Area Leader Jason Ianello, School Counselor Jakayla Miller, Social Worker Nadia Morley- Science Subject Area Leader Kevyn Jackman, Science/Literacy Teacher</p> <p>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.</p>
Hart, Troy	Assistant Principal	<p>Nishira Mitchell, Principal Dornette Lewis-thomas, Assistant Principal Troy Hart, Assistant Principal Deirdre Johnson, Literacy Coach Darian Conner, Success Coach, Social Studies Subject Area Leader Jason Ianello, School Counselor Jakayla Miller, Social Worker Nadia Morley- Science Subject Area Leader Kevyn Jackman, Science Teacher</p> <p>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.</p>
Johnson, Deirdre	Instructional Coach	<p>Subject area leader and responsible for school wide coaching. Data analysis for reading and English teachers. Leads professional learning communities.</p> <p>Nishira Mitchell, Principal Dornette Lewis-thomas, Assistant Principal Troy Hart, Assistant Principal Deirdre Johnson, Literacy Coach Darian Conner, Success Coach, Social Studies Subject Area Leader Jason Ianello, School Counselor Jakayla Miller, Social Worker Nadia Morley- Science Subject Area Leader Kevyn Jackman, Science Teacher</p> <p>The Leadership team meets weekly to biweekly. The purpose of the core leadership team to uphold and environment that is safe for learning. We</p>

Name	Position Title	Job Duties and Responsibilities
		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.
Harrell, Latisha	SAC Member	<p>Nishira Mitchell, Principal Dornette Lewis-thomas, Assistant Principal Troy Hart, Assistant Principal Deirdre Johnson, Literacy Coach Darian Conner, Success Coach, Social Studies Subject Area Leader Jason Ianello, School Counselor Jakayla Miller, Social Worker Nadia Morley- Science Subject Area Leader Kevyn Jackman, Science Teacher</p> <p>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.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We met with a group of stake holders throughout the previous school year and each Monday from May 2023- August 2023 to gain their feedback from a SWOT analysis perspective. Our focus areas including student achievement, positive behavior, and promoting positive attendance. The feedback was utilized to support SIP goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our Instructional Leadership Team meets weekly to review data for each department and we meet as a team each month. Each time we meet to look at the impact of our action, we will analyze how we meeting our SIP goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	113	78	90	281	
Level 1 on statewide Math assessment	0	0	0	0	0	0	108	61	96	265	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	121	100	140	361	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	90	101	138	329	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	79	51	1	131	
Level 1 on statewide Math assessment	0	0	0	0	0	0	77	76	25	178	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	121	91	134	346	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	15	17	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	90	101	138	329	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	79	51	1	131	
Level 1 on statewide Math assessment	0	0	0	0	0	0	77	76	25	178	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	121	91	134	346	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	15	17	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	49	49	26	50	50	29		
ELA Learning Gains				38			37		
ELA Lowest 25th Percentile				27			29		
Math Achievement*	27	57	56	24	36	36	25		
Math Learning Gains				37			34		
Math Lowest 25th Percentile				49			43		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	21	44	49	21	52	53	23		
Social Studies Achievement*	39	66	68	38	58	58	38		
Middle School Acceleration	79	84	73	63	51	49	75		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	23	39	40	43	86	76	44		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	22	Yes	4	1
AMI				
ASN				
BLK	26	Yes	4	3
HSP	33	Yes	2	
MUL	35	Yes	4	
PAC				
WHT	32	Yes	1	
FRL	35	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	34	Yes	3	
AMI				
ASN				
BLK	24	Yes	3	2
HSP	38	Yes	1	
MUL	35	Yes	3	
PAC				
WHT	49			
FRL	36	Yes	2	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			27			21	39	79			23
SWD	14			13			21	24			4	
ELL	17			21			20	30			5	23
AMI												
ASN												
BLK	22			24			25	32			4	
HSP	23			25			19	37	71		6	23
MUL	42			32			30				3	
PAC												
WHT	33			31			21	42			4	
FRL	26			27			22	38	76		6	19

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	26	38	27	24	37	49	21	38	63			43
SWD	17	33	18	12	25	39	11	38				
ELL	23	39	27	21	34	46	13	44	45			43
AMI												
ASN												
BLK	17	30	29	11	26	38	11	31				
HSP	26	40	23	25	39	54	21	41	63			45
MUL	32	25		40	44							
PAC												
WHT	49	44		40	49		36	41	82			
FRL	25	38	30	22	35	50	18	37	61			42

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	29	37	29	25	34	43	23	38	75			44
SWD	15	25	18	11	30	40	9	23				
ELL	19	38	33	17	32	38	12	30				44

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	79	85		64	43							
BLK	17	28	27	16	33	47	20	28				
HSP	28	39	33	24	33	39	16	38	78			44
MUL	41	33		55	57		33					
PAC												
WHT	42	37		35	33	50	38	53	73			
FRL	27	35	28	23	33	42	22	36	72			48

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	23%	47%	-24%	47%	-24%
08	2023 - Spring	17%	44%	-27%	47%	-30%
06	2023 - Spring	23%	47%	-24%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	17%	53%	-36%	54%	-37%
07	2023 - Spring	20%	36%	-16%	48%	-28%
08	2023 - Spring	30%	57%	-27%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	18%	41%	-23%	44%	-26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	55%	39%	50%	44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	64%	-29%	66%	-31%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our 8th grade Science data showed the lowest achievement performance. We believe the contributed factor was due to teacher vacancies and onboarding. Our teachers started in October of 2023. There are gaps with the district provided curriculum as it primarily addressed 8th grade standards at the core and the teacher has to have the content knowledge to address the 6th and 7th grade standards. Our teachers were learning during this process. Another major factor is due to the fact that so many students are over age and qualify for a STEP program where they skip the 7th grade. Our school must develop an intensive program to address those 7th grade standards as they are highly important for the 8th grade science test.

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

Overall, we did not have large declines but our science data had the largest decline. As mentioned earlier, we are creating better opportunities for students through the STEP up program but we must develop an intensive program to teach those standards as students are skipping the entire 7th grade by completing grade 7 in 15 days during summer school. Our teachers will start their ADAMS STEM ACADEMY earlier address known gaps. They will also have the experience of being in their second year with the curriculum to fill in gaps where possible.

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.

Our English and Reading scores had the greatest gap compared to the state average. Literacy must directly be addressed as a schoolwide focus to close the achievement gap. Many of our students have show reading proficiency struggles since early start to elementary school and we are going to promote literacy by strategically using content based strategies with text to support ELA/Reading achievement for our students.

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

Algebra showed the most improvement with a 26% achievement increase. We had a known highly effective math coach with our students teaching to full depth of the standard. The teacher also used the Algebra Resource period to promote student achievement and spiral support while accelerating the students that could be accelerated.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a major concern. We are a highly transient school. Many of our students have been to several middle schools. On average, our students have attended three middle schools by their 7th grade year. The transient nature make it difficult to activate and follow through with supports that students may have previously had in place to eliminate barriers for attendance. We are modifying the way we utilize our social worker to address attendance concerns early on. We have done a great job activating our school wide team for attendance but we need to modify the "what is next" component for student families that do not respond to Tier I supports. We also need to continue with support for students that returned to Adams and need Tier II or Tier III supports.

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

1. Building Teacher and Leadership Capacity
2. Using Literacy to Close the Achievement Gap
3. Increasing Attendance to Promote Student Achievement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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:

Deirdre Johnson (deirdre.johnson@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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, 2023- June 30, 2024. 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)

By When: September 30, 2023

#2. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We are underserving 6 of our ESSA Subgroups and it is important that we utilize a schoolwide approach to developing our leadership team through coaching, professional development opportunities, and data analysis. We must support our student by targeted attendance and barriers to positive behavior through the creation of unique learning experiences to support Tier I instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase achievement among our ESSA subgroups above the 41% achievement threshold.

Monitoring:

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

We will monitor student achievement data on common assessment in core subjects. Adams created a school-based assessment calendar to monitor student assessment as it relates to standard. Our goal is to be able to push PLC to the next level while knowing when teachers need to plan for tier I instruction, when there is a need for data analysis, and when there is need for planned instruction to target specific groups while build teacher knowledge around intervention approaches.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Coaching Support, professional learning communities, small intervention group instruction, teacher led small group instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective Coaching has been proven to have positive impact. We plan to coach our leadership team, students, and teachers. 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 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 or 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: Nishira Mitchell (nishira.mitchell@hcps.net)

By When: June 30, 2024

Provide monthly Professional Learning Support (planning, Thinking core, Carnegie, Academic Moves, Leadership Trainings, teacher training, AVID training, book studies: Art of coaching/ Building Capacity of Leaders, faculty with professional development linked to standard target task alignment, Principal, Academic Coaches, Assistant Principal,

Dates: July 1, 2023- June 30, 2024. 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 from instructional look fors.

Person Responsible: Latisha Harrell (latisha.harrell@hcps.net)

By When: May 30, 2024

Purchase School wide books purchases so that every kid is able to have a personal book of interest. Purchase Carnegie Curriculum to support math achievement, purchase field trips for experiences: Nature's Classroom, IFLY, IReady, supplies (paper, pencil, pen, calculators, workbooks, USA Test Prep, Gateway Textbooks, Junior Achievement, aligned to their reading level. Responsible for implementation: Literacy Coach, Media Specialist, Principal, Purchase equipment in Physical Education and instruments in Band as well as other electives to promote access to high quality experiences for ESSA subgroups.

Assistant Principal, Dates: July 1, 2023- June 30, 2024. 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)

By When: June 30, 2024

Purchase core teachers in math, science, reading, and ELA to support smaller class sizes along with more parallel teaching opportunities in core classes to promote student achievement while decreasing retentions.

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

By When: August 1, 2023

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)

By When: August 1, 2023

Academic coaches (math, resource teachers) 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. They will also provide small group teaching during the day to support students while at school. Lead common planning sessions for standards-based planning and teacher implementation.

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

By When: August 1, 2023

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 character education 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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will monitor teacher retention throughout the school year and conduct exit interviews with any teacher that has to depart from Adams to determine a root cause analysis for interference with teacher retention.

Monitoring:

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

We will monitor teacher feedback through surveys, teacher attendance, and teacher attendance for our New Teacher Academy.

Person responsible for monitoring outcome:

Troy Hart (troy.hart@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

New Teacher Academy

Targeted Professional Learning Opportunities

Parallel Teaching Opportunities

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many teachers exit the profession in 1-3 years due to not feeling support. The New Teacher Academy will pair each teacher with a minimum of two buddies and provide targeted support from their feedback regarding their needs. The New Teacher Academy will also be led by teachers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Build in coaching support periods in the master schedule for all new teachers to allow for group coaching throughout the school day.

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

By When: June 30, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Our leadership team analyzed specific data points and developed solution to approach what did improve outcomes for faculty and students. Once we developed a list of solutions, we analyzed how funding could support those solutions. For example, smaller class sizes to support benchmark instruction is a goal. We used funds to hire faculty beyond the state class size limits as we know that many of our students have immense needs. We know that high quality smaller classroom student to teacher ratios will support. We also looked at what went well and made sure there were budget allocations to continue the impact. For example, our common planning time that was paid beyond the original day supported teacher growth in areas like algebra increasing achievement by 26% so we wanted to continue to allow common planning time that could be paid. Our leadership team met throughout the summer and will continue the SWOT analysis throughout the school year to maximize the budget. We also utilized parent and stakeholder impact.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We will support weekly communication with our school staff and leadership team by way of Instructional Leadership Team, Steering Committee, and faculty meetings. We plan to support family awareness with targeted weekly communication, SAC Committee, quarterly parent nights, Title parent nights, and family wide school events will include updates. Our businesses and organizations will be notified in the same manner. All information that is disseminated will be updated in English and Spanish.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We plan to build positive relationships with families, parents, community stakeholders etc. on a daily to weekly basis. Our video newsletters will give families a sense of safety and security as they will be able to directly see what is transpiring at Adams. In addition, we plan to host monthly family celebration events for achievement, attendance, and behavior. All faculty will keep their CANVAS page up to date and we will print progress reports. We will host family events that include food giveaways to encourage participation while meeting the needs of our families through our food pantries.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We have reduced the number of transitions by 1 and students are on a 7-period day thus allowing for more instructional minutes. Each class gained 2 additional instructional minutes moving from 47 to 49 minutes. We have also provided a planning protocol, coaching support periods to support coaching cycles during the teacher schedule, and we are focused on making sure that classes are smaller to support the intensive needs of all of our students within their core classes. We are focused upon a school wide approach to literacy by identifying and implementing content specific strategies to utilize literacy to close the achievement gap at Adams Middle School.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$82,742.05
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0041 - Adams Middle School	UniSIG		\$10,101.56
			Notes: Purchase supplies to support learning in the classrooms. The school will purchase notebooks, copy paper, notebook paper, pens, pencils, markers, highlighters, and folders.			
	5100	519	0041 - Adams Middle School	UniSIG		\$4,000.00
			Notes: The school will purchase headphones, toner, thumb drives, and adapters to support student learning.			
	5100	644	0041 - Adams Middle School	UniSIG		\$11,537.93

			<i>Notes: Purchase 14 (\$824.72) laptops for teachers. The laptops will be used to support teachers in planning, small group instruction during after school tutorial as well as engage students in learning.</i>			
	6300	120	0041 - Adams Middle School	UniSIG		\$46,955.48
			<i>Notes: The teachers will participate in purposeful planning after school with the academic coaches. The planning sessions will consist of 30 teachers at a rate of \$38 for 4 hours per week for 12 weeks.</i>			
	6300	210	0041 - Adams Middle School	UniSIG		\$6,371.86
			<i>Notes: Retirement</i>			
	6300	220	0041 - Adams Middle School	UniSIG		\$2,911.24
			<i>Notes: FICA</i>			
	6300	220	0041 - Adams Middle School	UniSIG		\$680.85
			<i>Notes: Medicare</i>			
	6300	240	0041 - Adams Middle School	UniSIG		\$183.13
			<i>Notes: Workers compensation</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$190,019.31
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	130	0041 - Adams Middle School	UniSIG	1.0	\$48,929.76
			<i>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. Utilize MTSS focus support on students with disabilities, black students, multi racial, economically disadvantaged, Hispanic, and English language learners.</i>			
	6120	210	0041 - Adams Middle School	UniSIG		\$6,639.77
			<i>Notes: Retirement</i>			
	6120	220	0041 - Adams Middle School	UniSIG		\$3,033.65
			<i>Notes: FICA</i>			
	6120	220	0041 - Adams Middle School	UniSIG		\$709.48
			<i>Notes: Medicare</i>			
	6120	230	0041 - Adams Middle School	UniSIG		\$9,463.02
			<i>Notes: Health Insurance</i>			
	6120	230	0041 - Adams Middle School	UniSIG		\$29.36
			<i>Notes: Life Insurance</i>			
	6120	240	0041 - Adams Middle School	UniSIG		\$190.83
			<i>Notes: Workers Compensation</i>			
	5100	120	0041 - Adams Middle School	UniSIG	1.0	\$62,997.76
			<i>Notes: 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.</i>			
	5100	210	0041 - Adams Middle School	UniSIG		\$8,548.80
			<i>Notes: Retirement</i>			

	5100	220	0041 - Adams Middle School	UniSIG		\$3,905.86
			Notes: FICA			
	5100	220	0041 - Adams Middle School	UniSIG		\$913.47
			Notes: Medicare			
	5100	230	0041 - Adams Middle School	UniSIG		\$11,990.37
			Notes: Health Insurance			
	5100	230	0041 - Adams Middle School	UniSIG		\$37.20
			Notes: Life Insurance			
	5100	240	0041 - Adams Middle School	UniSIG		\$245.69
			Notes: Workers Compensation			
	5100	644	0041 - Adams Middle School	UniSIG		\$16,635.20
			Notes: The school will purchase 2 sets (40) student laptops to support small group instruction and small group tutoring. The laptops will also allow students to use specific subscriptions that will increase their understanding of standards and increase their proficiency levels in all academic subjects.			
	5100	520	0041 - Adams Middle School	UniSIG		\$6,250.00
			Notes: The school will purchase classroom libraries for 25 classrooms at \$250 per class. The libraries will support teachers in meeting the needs of their students based on specific standards.			
	5100	520	0041 - Adams Middle School	UniSIG		\$8,080.00
			Notes: The school will purchase supplemental materials in math, reading, and science. They will purchase 4 copies of Strategies for Implementing Guided Math at \$110, 4 sets of Differentiation Strategies for Mathematics at \$110, and 4 sets of Mathematics Readers for 6-8 at \$1200 per kit.			
	5100	520	0041 - Adams Middle School	UniSIG		\$1,419.09
			Notes: The school will purchase professional development books to support teachers' understanding of standards and how to utilize the data to increase student achievement. Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning, Everyday Instructional Coaching and Teaching with Clarity.			
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
Total:						\$272,761.36

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes