|  |  |
| --- | --- |
| Logo  Description automatically generated | **John Hopkins Middle School****School Improvement Plan**2024 – 2025 School Year |

|  |  |
| --- | --- |
| **Goals** | **Instructional Practice related to Benchmark-Aligned Instruction:** * **ELA:** > 45% of scholars scoring an AL 3 or higher on FAST PM2.
* **Math:** > 35% of scholars scoring an AL 3 or higher on FAST PM2.
* **8th Grade Science:** > 35% of scholars on-track to pass on mock SSA.
* **Civics:** > 45% of scholars on-track to pass mock Civics EOC.

**ESSA Subgroup – Black/African American Scholars (Bridging the Gap Goal):*** **ELA:** > 15% of scholars scoring an AL 3 or higher on FAST PM2.
* **Math:** > 15% of scholars scoring an AL 3 or higher on FAST PM2.

**ESSA Subgroup – Scholars with Disabilities:*** **ELA:** > 13% of scholars scoring an AL 3 or higher on FAST PM2.
* **Math:** > 10% of scholars scoring an AL 3 or higher on FAST PM2.

**Positive Culture and Environment – PBIS*** Referrals: > 10% reduction in ODRs compared to 2023-24 school year.
 |
| **School Improvement Initiatives** | 1. To have high-quality, tier 1 instruction occurring in all classrooms using research-based AVID strategies to support teaching and learning.
2. To close academic gaps between all subgroup of scholars, specifically Black and ESE scholars using research-based AVID strategies to support teaching and learning.
3. Continue to improve our school’s culture and environment so everyone feels safe and supported.
 |
| **🟋*Action Plan*🟋** |
| **Instructional Practice Related to Benchmark-Aligned Instruction** | **ESSA Subgroup – Black/African American Scholars** | **ESSA Subgroup – Students with Disabilities** | **Positive Culture & Environment** **(PBIS)** |
| * A common protocol in PLCs to ensure teachers “do the work” to prepare for benchmark complexity and identify misconceptions.
* Strengthening staff understanding of WICOR strategies to support teaching and learning/scholar retention.
* Administration providing ongoing fidelity checks for implementation
 | * Stregthening staff capacity of Culturally-Responsive Teaching srategies to support teaching and learning.
* School to participate in the Closing the Gender Gap initiative with ongoing opportunities for district PD provided to JHMS staff.
* Strengthening staff capacity with culturally-Responsive Classroom Management strategies
* Administration providing ongoing fidelity checks for implementation.
 | * A common protocol in PLCs that will include creating appropriate scaffolds to move all towards proficiency.
* Scholar data analysis to develop appropriate re-teach/remediation activites.
* Strengthening staff understanding of ESE disabilities, how appropriate accommodations yeild successful scholar outcomes, and the importance of providing feedback in planning notes.
 | * Teachers consistently implement “Ready to Learn” classroom management process to fidelity.
* Provide monthly school-wide PBIS incentives for scholars meeting school-wide exectations for behavior.
* Using restorative practices to repair adult/scholar and scholar/scholar relationships
* Offering “teachable moments” as behavior intervention option.
 |