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

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| **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. |