

School: John Hopkins Middle School

School Culture for Learning

District Strategic Plan
Marzano Leadership

Goals 2, 3
Domain 5

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Include how you ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The schools' safety expectation revolves around ensuring that all students know that there are adults to whom they can turn in times of need. We are also committed to celebrating students' success through IB students of the month as well as 8th Grade student of the month recognition.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Teachers participate in professional development regarding classroom management during pre-school. These concepts are re-visited occasionally throughout the school year. Teachers also have access to the school's behavior matrix in Trojan Central. School-wide discipline data is also shared regularly through faculty and grade-level meetings. Behavior guidelines are also observed and re-enforced through administrative classroom walkthroughs. As it relates to African-American students, we make every attempt to include their families in discussions of behavioral expectations, offer alternative means of consequences (after-school detention, ABS, ABC, teacher detentions, etc.). We have also employed 5000 Role models and mentor opportunities to aid in the holistic growth of our students. In order to increase the efficiency of our instructional time, we restrict all passes, except those that are emergencies in nature, during the first and last 15 minutes of each class. We also handle dress code infractions on an after-school detention basis in order to ensure that students are getting the most out of their classroom instructional time.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex., character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

We start infusing MTSS supports throughout the school climate from day one through community building, which we encourage teachers to conduct for the first week of school. We routinely hold MTSS as well as SBLT meetings to discuss more effective ways of supporting our students at the Tier 2 and 3 levels. Specifically, this year, all grade-level meetings will be focused on students and the supports they may need. Each grade-level team, including counselors, teachers and administrators, will discuss specific strategies for students that they have in common in order to offer more in-depth and personalized supports. To Date we have completed two Parent Support meeting designed to link parents with outside agencies as well as develop a success plan to support the student on campus.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Each grade-level team, including counselors, teachers and administrators, will discuss specific strategies for students that they have in common in order to offer more in-depth and personalized supports. Moreover, each of our core subject area teachers offer tutoring opportunities before and after school as well as many Saturdays throughout the school year. We also offer Extended Learning Program (ELP) for those students needing to make up previously failed courses in order to get back on track with the rest of their cohort.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (e.g., school dashboard, disparity gap, Healthy Schools data).

Student progress is monitored primarily through FOCUS reports, but also utilizing progression reports as it relates to successful completion of district academic requirements. Administrators routinely gather, disaggregate and study student exam data in order to assist our instructors in focusing on specific areas of challenge for their students. Our teachers also routinely have data chats with their students to let them know where their own challenges lie as well as assist them in creating action plans for meeting or addressing those areas.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership ensures that all staff members have high expectations primarily through routinely reviewing Unit / Lesson plans, conducting classroom walk-throughs (CWT), and following up everything with teacher discussions. We begin every year with professional development revolving around rigorous standards and effective instructional strategies. Again, this PD is followed up with classroom walkthroughs and student-centered conversations.

School Culture/SWBP/Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: The primary goal is to increase the efficacy of our instructional time.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We restrict hall passes for the first and last 15 minutes of each instructional block, handle dress code infractions on an after-school basis, enlist violence counseling during lunch times, and focus on pulling students from their elective courses instead of their core classes for administrative functions.	Administrative Team
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: We would like to narrow the discipline disparity between our African-American students and other groups of students. We believe that narrowing this gap will also serve to narrow the achievement gap between those groups as well.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We utilize mentoring opportunities for our students to be connected to responsible members of the community, including law enforcement mentors; we have a strong 5000 Role Models program here at John Hopkins Middle School; we employ alternative means of consequences including after-school detention, ABS, ABC, teacher detentions, etc.; most importantly, we make every effort to get parents involved in the process, including parent-teacher conferences, parents shadowing their children throughout the day, and Principal home visits for some of our most at-risk students. Moreover, we routinely encourage our students in need of additional support to contact Bethel Community Center where both the child and parent can receive additional support.	Administrative Team

Early Warning System – School Goal(s)

SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success
Alternative Discipline Methods	Decreased discipline numbers as compared to last year
Increase the school’s Average Daily Attendance rate	Fewer students referred to Truancy Court
Decrease the number of out of school suspension days	Fewer out of school suspension days
As needed:	
SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success

