

Pinellas County Schools

# John Hopkins Middle School



2018-19 School Improvement Plan

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## John Hopkins Middle School

701 16TH ST S, St Petersburg, FL 33705

<http://www.hopkins-ms.pinellas.k12.fl.us>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2017-18 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	I*

### School Board Approval

This plan is pending approval by the Pinellas County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

Prepare students for college and career readiness through International Baccalarueate (IB) studies and the visual and performing arts.

#### Provide the school's vision statement

Create 21st Century Global Learners

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Dallas	Principal
Jeff, Mills	Assistant Principal
Nash, Amber	Assistant Principal

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal is the instructional leader overseeing the full academic operations of the school. The assistant principals are assigned subject areas to supervise and oversee the instructional leadership planning and implementation. They also supervise by grade level.

The assistant principals serve as instructional leaders for the content and elective areas.

Dominique Clarkson, MTSS coach monitors data and provides support to instruction personnel in using it as a tool to improve student performance. MTSS coach also coordinate and facilitate the SBLT.

IB Coordinator, Bridget Howell provides guidance and support to the instructional team on the implementation and MYP way of work. Provides professional development and oversight for the MYP application process through authorization from IB.

### Early Warning Systems

#### Current Year

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 7/2/2018

#### Prior Year - As Reported

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	
Attendance below 90 percent	0	0	0	0	0	0	106	79	96	0	0	0	0	281
One or more suspensions	0	0	0	0	0	0	106	80	86	0	0	0	0	272
Course failure in ELA or Math	0	0	0	0	0	0	50	33	34	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	65	63	62	0	0	0	0	190

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	157	132	164	0	0	0	0	453

#### Prior Year - Updated

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	
Attendance below 90 percent	0	0	0	0	0	0	106	79	96	0	0	0	0	281
One or more suspensions	0	0	0	0	0	0	106	80	86	0	0	0	0	272
Course failure in ELA or Math	0	0	0	0	0	0	50	33	34	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	65	63	62	0	0	0	0	190

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	157	132	164	0	0	0	0	453

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Math and ELA data showed a significant downward trend in 2018 over 2017 on FSA. The annual learning gains were significantly decreased as well with an average in the 20s over the previous year of 40s.

#### Which data component showed the greatest decline from prior year?

Math decreased significantly from 37 to 26 percent achieving level 3 or above. Additionally when looking at grade level performance, sixth grade had 19% and eighth grade had 4%. The annual learning gains and lower 25%ile declined.

#### Which data component had the biggest gap when compared to the state average?

All of the data points fell below state average. Mathematics had the greatest decrease -24%.

#### Which data component showed the most improvement? Is this a trend?

Science is the only area that showed improvement with a six percent growth ( 34% to 40% in proficiency 2017 compared to 2018) which is still 10% below the state average. Middle School Acceleration increase 8% over 2017 with 69% of the students meeting proficiency.

#### Describe the actions or changes that led to the improvement in this area

Eighth grade students proficiency increase six percent to 41% in 2018 while the other grades showed decreases in proficiency 6th grade (-10%) and 7th grade (-20%). The eighth grade students took Science FSA in 2018. The ELA scores are strong predictors of Science performance.

**School Data**

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	28%	50%	53%	37%	51%	52%
ELA Learning Gains	30%	50%	54%	44%	51%	54%
ELA Lowest 25th Percentile	28%	42%	47%	33%	40%	44%
Math Achievement	23%	54%	58%	37%	54%	56%
Math Learning Gains	26%	54%	57%	45%	52%	57%
Math Lowest 25th Percentile	25%	48%	51%	42%	44%	50%
Science Achievement	40%	52%	52%	34%	51%	50%
Social Studies Achievement	36%	65%	72%	50%	65%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (106)	0 (79)	0 (96)	0 (281)
One or more suspensions	0 (106)	0 (80)	0 (86)	0 (272)
Course failure in ELA or Math	0 (50)	0 (33)	0 (34)	0 (117)
Level 1 on statewide assessment	0 (65)	0 (63)	0 (62)	0 (190)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

**Subgroup Data****2018 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 2016-17	C & C Accel 2016-17
WHT	64	40		51	36	20	79	63	80		
BLK	11	23	27	11	22	24	16	23	45		
HSP	41	40		29	25	14	79	57	60		
ASN	56	50		50	25						
MUL	44	37		47	30			67			
SWD	6	16	18	3	16	19	8				
FRL	21	26	28	17	23	24	31	29	62		
ELL	23	32	25	15	15						

**2017 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 2015-16	C & C Accel 2015-16
WHT	64	60	33	70	59	55	62	82	68		

2017 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 2015-16	C & C Accel 2015-16
BLK	20	34	33	19	36	41	13	30	39		
HSP	52	51		44	44		56	68	80		
ASN	59	81		53	67						
MUL	61	55		59	61		55				
SWD	3	23	20	5	37	42	5	24			
FRL	28	39	33	27	42	44	25	43	54		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**



**Activity #1**

<b>Title</b>	Mathematics
<b>Rationale</b>	The FSA ( Florida Standards Assessment) data shows that the performance on Math FSA decreased by double digits in % achieving 3<, annual learning gains decreased significantly and lower 25th%ile also showed a decreased over the 2017 school year.
<b>Intended Outcome</b>	Dramatically improve the performance in % achieving 3<, increase annual learning gains by 15% and lower 25%ile learning gains of greater than 20% gains on FSA 2019.
<b>Point Person</b>	Catherine Robinson (robinsonca@pcsb.org)

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"><li>1. Biweekly assessments of mathematics strands through support from Middle School Education (MSE).</li><li>2. Instructional rounds with leaders, coaches, Middle School Education (MSE), Instructional Support Model (ISM) and the Transformation Zone (TZ). Plan implement and coach instructional team on high yield strategies.</li><li>3. Guidance counselors will sort students by performance areas. the groups will be at the 33%ile and the 66th%ile groups in the performance content areas in Mathematics.</li><li>4. Daily intervention sessions with students who performed in the 33rd %ile or less in each content area.</li></ol> <p>Our scholars will have action steps (1) direct instruction, (2)frequent assessments</p>
<b>Person Responsible</b>	Dallas Jackson (jacksonda@pcsb.org)

**Plan to Monitor Effectiveness**

<b>Description</b>	<ol style="list-style-type: none"><li>1. Progress monitoring weekly with teachers and coaches in collaborative planning sessions. The coaches include MYP IB coordinator, MTSS coach and</li><li>2. Learning walks with Transformation Zone and Middle School Education coaches and content specialist.</li><li>3. Professional Learning Communities (PLCs) by content area meetings twice monthly. Weekly meeting with Site Based Leadership Team (SBLT) PLC to discuss curriculum, pacing, planning and assessment.</li><li>4. Planning for instruction additional 45 minutes weekly outside of school day and contract hours.</li><li>5.SBLT will plan the intervention cycle for students. The schedule will be 40 minute interventions 2 to 3 times weekly. The intervention groups will be provided a formal assessment, skill exposure and summative assessment for the strand. Weekly deliverable will include attendance by numbers, subgroup participation rate, formative aggregated data and individual scoring, intervention lesson and summative assessment of the intervention.</li></ol>
<b>Person Responsible</b>	Catherine Robinson (robinsonca@pcsb.org)

## Activity #2

**Title** English Language Arts (ELA)

**Rationale** In every cohort group and grade level, JHMS scholars decreased in performance over the previous year. Further analysis of same grade comparison shows an even greater disparity. In summary, there is a significant downward trend in scholar performance in ELA.

**Intended Outcome** Dramatically improve the cohort and same grade comparison performance in ELA. This will require looking at core instruction and increasing student's exposure to the assessed strands will delivering curriculum.

**Point Person** Amber Nash (nasha@pcsb.org)

### Action Step

**Description**

1. Biweekly assessments of ELA strands through support from Middle School Education (MSE).
2. Instructional rounds with leaders, coaches, MSE (ISM) and TZ. Plan implement and coach instructional team on high yield strategies.
3. Guidance counselors will sort students by performance areas. the groups will be at the 33<sup>rd</sup> %ile and the 66<sup>th</sup> %ile groups in the performance content areas in ELA.
4. Daily intervention sessions with students who performed in the 33<sup>rd</sup> %ile or less in each content area.

**Person Responsible** Mills Jeff (millsjef@pcsb.org)

### Plan to Monitor Effectiveness

**Description**

1. Progress monitoring weekly with teachers and coaches in collaborative planning sessions.
2. Learning walks with Transformation Zone and MSE coaches and content specialist.
3. PLCs by content area meetings twice monthly. Weekly meeting with SBLT PLC to discuss curriculum, pacing, planning and assessment.
4. Planning for instruction additional 45 minutes weekly outside of school day and contract hours.
5. SBLT will plan the intervention cycle for students. The schedule will be 40 minute interventions 2 to 3 times weekly. The intervention groups will be provided a formal assessment, skill exposure and summative assessment for the strand. Weekly deliverable will include attendance by numbers, subgroup participation rate, formative aggregated data and individual scoring, intervention lesson and summative assessment of the intervention.

**Person Responsible** Dallas Jackson (jacksonda@pcsb.org)

### Activity #3

**Title** Social Studies (Civics)

**Rationale** JHMS scored in the 50th%ile in Civics End of Course (EOC) which is a 14 point decrease when comparing to the 2017 Civics EOC.

**Intended Outcome** Increase scholars performance on the Civics EOC and scoring between the district's and state's performance levels.

**Point Person** Amber Nash (nasha@pcsb.org)

### Action Step

**Description**

1. Biweekly assessments of civics units through support from Middle School Education (MSE).
2. Instructional rounds with leaders, coaches, MSE (ISM) and TZ. Plan implement and coach instructional team on high yield strategies.
3. Weekly meeting with SBLT PLC to discuss curriculum, pacing, planning and assessment.

**Person Responsible** Dallas Jackson (jacksonda@pcsb.org)

### Plan to Monitor Effectiveness

**Description** 1. Close observation and planning for instruction by meeting and discussing scholar progress by unit, reteach plan, evidence of BTG strategies in practice.

**Person Responsible** [no one identified]

#### Activity #4

**Title** Conditions for Learning

**Rationale**

The 2017-18 school year had an increase in teacher absences, student out of school suspensions and a major loss of instructional time due to the disruptive students. The school wide discipline plan was a combination of past practice and new leadership's expectations. Demographical shifts and over 60% of the instructional and leadership team being new to the school created cultural gaps in expectations and uniform implementation of expectations.

**Intended Outcome**

Develop a cohesive school wide behavior plan that includes classroom management plan and cultural norms that create an environment where scholars can reach their potential through a predictable, safe and consistent learning experience in all settings within the school.

**Point Person**

Dallas Jackson (jacksonda@pcsb.org)

#### Action Step

**Description**

1. Teachers collaborate during the summer to address climate and culture through school wide expectations, classroom management plan, cultural norms and expectations for staff and scholars.
2. Train all staff on restorative practices and implement it in all classrooms.
3. Provide professional development to all staff on Social and Emotional Learning (SEL).
4. Provide ongoing professional development on culturally responsive teaching (CRT) Bridging the Gap ( BTG) strategies in teaching and learning and school wide AVID strategies and IB learner attributes.
5. Student services team will provide group counseling and mindfulness sessions as part of restorative practices and addressing SEL needs.

**Person Responsible**

Dallas Jackson (jacksonda@pcsb.org)

#### Plan to Monitor Effectiveness

**Description**

1. School wide expectations will be evident in every classroom and common area in the school.
2. All teachers will have a classroom management plan that consistent for scholars from one setting to the next.
3. Office Disciplinary Referrals ( ODR) will be tracked each week to observe trends and incidences. Out of school suspensions ( OSS) will be tracked each week to observe trends and incidences. Subgroup risk ratios and rates will be closely monitored for proportionality.

**Person Responsible**

Dallas Jackson (jacksonda@pcsb.org)

## Activity #5

**Title** Science

**Rationale** The 2018 seventh grade cohort decrease 20% in ELA performance in 2018 over 2017. This cohort will take Science FSA in 2019. ELA performance is a strong predictor of performance on FSA Science.

**Intended Outcome** Increase cohort overall LEA performance and vocabulary acquisition in order to increase comprehension and test stamina for Science FSA.

**Point Person** Dallas Jackson (jacksonda@pcsb.org)

### Action Step

**Description**

1. Weekly content area PLCs with literacy coach, IB coordinator, administrators and other supports to closely plan and coordinate instructional efforts by standards based instruction.
2. Conduct coaching rounds to increase teacher capacity in planning and delivering instruction.
3. Monitor scholar proficiency rates by unit through biweekly and unit assessments.

**Person Responsible** Mills Jeff (millsjef@pcsb.org)

### Plan to Monitor Effectiveness

**Description**

1. Classroom walkthrough 3 to 5 times weekly.
2. PLCs weekly with data analysis rounds in the data wise protocol.
3. Teacher identified problem of practice.
4. Teacher identified and develop action plan
5. Collaborative reflection on problem of practice with T&L, administrators, coaches and TZ ( district support).
6. Biweekly district support with a science coach assigned by the Science Content Specialist.

**Person Responsible** [no one identified]

## Activity #6

**Title** Middle School Acceleration- Algebra

**Rationale** Seventh grade cohort (2108) had a 9% decrease in proficiency on FSA. This cohort group will be the Algebra FSA 2019 cohort. The cohort downward trend suggest that the cohort needs a laser focus on content in Algebra in order to be prepared for the 2019 EOC in Algebra.

**Intended Outcome** The intent is to dramatically improve the foundational skills of the Algebra cohort group in order for the overall performance to meet or exceed the 2018 cohort proficiency of 69%, an increase of 8% over 2017.

**Point Person** Catherine Robinson (robinsonca@pcsb.org)

## Action Step

**Description** 1. Content PLC with coach, administrators and district support weekly.  
2. UNDER CONSTRUCTION-

**Person Responsible** Dallas Jackson (jacksonda@pcsb.org)

## Plan to Monitor Effectiveness

**Description**

**Person Responsible** [no one identified]

## Part IV: Title I Requirements

### Additional Title I Requirements

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

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

The primary vehicle for parent involvement at John Hopkins Middle School will be quarterly Title 1 Parent University Nights (9/23/14, 1/29/15, 3/17/15) during this time parents will be updated on SAC, PTSA, and school-wide areas of focus. Breakout sessions will be utilized to review FCAT Strategies and accessible resources for parents; while also educating parents on relative issues involving their students. The goal of the Title 1 Parent University Night is to provide a one stop service for our working class parents/ community.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

John Hopkins Middle School utilizes a multi-tiered process to support the social and emotional needs of each student. The MTSS and Site Base Leadership Team Members meet weekly to discuss students academic, discipline, and social needs. Administration, instructional and support staff take an active role

in monitoring the needs of all students on a daily bases. When areas of concern are identified a student referral process is implemented; an individualized action plan for support is created by the JHMS guidance counselor, school social worker, or psychologist. Outside resources are also utilized in conjunction with social services to provide students with mentors academic tutors, and outside support groups.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The strategies employed to support incoming and outgoing cohorts of students are as follows:

1. Progress reports are provided for students at the 4th week marking period.
2. Report cards are provided for students every 9 weeks.
3. Instructional staff members are required to utilize common planning and submit by email or upload lesson plans to ensure they are providing standards based instruction.
4. Students are appropriately placed in advance or intensive reading/math based on their FSA Scores.
5. Students are consistently recruited to participate in rigorous coursework.
6. MTSS is used to Collect and utilize data to support struggling students academically and behaviorally.
7. Lunch and learns as well as after school tutorials for students assigned by individual instructors, guidance counselors, and administrators.
8. Extended day instruction for struggling students.
9. Saturday Enrichment (Author's Writing Camp Enrichment and STEAM Science/Math Enrichment)
10. Parent conference are completed and academic success plans are create to provide students with a road map for academic success.
11. Extended Learning Program will be implemented during, before/after school and during summer to provide students with adequate opportunity for credit recovery.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

1. MTSS Team will meet weekly to review data extracted from Focus and the data dashboard to assess academic and behavioral strengths and weaknesses. Walk-throughs conducted by administration, coaches, and department heads will determine the effectiveness of core instruction and professional development. The New Teacher Committee, AVID, JHMS Extended Learning Program will be resources to support student achievement.

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, and Human Resources. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

**Title I, Part D**

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through

mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Pre-SAT Testing for top 5% 7th grade students and students successfully completing high school credit courses.

JHMS Administration will complete articulation with feeder schools to recruit students for the JHMS AVID Program and International Studies. JHMS AVID Students will be enrolled into advance courses in preparation for high school credit advance/AP courses.

**Part V: Budget**

<b>Total:</b>	<b>\$319,936.25</b>
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