FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 4061 - John Hopkins Middle School
District: 52 - Pinellas
Principal: Barry Brown G
SAC Chair: Tameko Lovett
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 11/04/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-893-2400	
Web Address:	http://www.hopkins-ms.pinellas.k12.fl.us	
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School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	83%			
Minority:	76%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	D	C	B	C

Current School Status

School Information

School-Level Information

School John Hopkins Middle School

Principal's name Barry Brown G

School Advisory Council chair's name Tameko Lovett

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Barry Brown	Principal
Nicole Wilson	AP
Dwight Latimore	AP
Robert Florio	AP
Regina McRobert	Social Studies Department Head
Laura Packard	Science Department Head
Roberta Serne	Language Arts Department Head
Kathryn Tawney	Math Co-Department Head
Erica Williams	Math Co-Department Head
Norma Slocumb	ESE Department Head
Wendy Hedeen	Reading Department Head
Anan Smith	School Social Worker
Shinique Brown	School Psychologist
Monica McIntosh	MTSS/RtI Coach
Louis Pekrul	Math Coach
Richard Bessey	Science Coach
Bernadette Green	Literacy Coach
Jared Allen	Elective Department Head

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP Pending

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles
Tameko Lovett, President
Don Ware, Vice President

Describe the involvement of the SAC in the development of this school improvement plan
The SAC Board participated in the review of the JHMS School Improvement Plan key areas of focus

Describe the activities of the SAC for the upcoming school year

Quarterly John Hopkins Middle School Title 1 Parent University Nights will be utilized by the SAC to disseminate information to parents about SAC events, school data, and school wide initiatives.

Describe the projected use of school improvement funds and include the amount allocated to each project

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
Not In Compliance

If no, describe the measures being taken to comply with SAC requirements
JHMS Administration and SAC Officers will continue to recruit parents, instructional staff, business owners, and community member during Back to School Night, Parent University Nights, through school messenger phone calls

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

 # Administrators 4

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Barry Brown G

Principal	Years as Administrator: 11	Years at Current School: 3
Credentials	1. M.Ed Leadership	
Performance Record	2012-13 Grade D=: Proficiency 36% in Reading, 30% in math, 27% Science 27%, Writing 40%: Learning Gains: 53% in Reading, 56% Learning Gains in Math, % of lowest 25% making gains in Reading 54%, % making learning gains in Math 67% AYP-yes	

Dwight Latimore

Asst Principal	Years as Administrator: 4	Years at Current School: 3
Credentials	1. M.Ed Leadership	
Performance Record	1. 2012-13 Grade D=: Proficiency 36% in Reading, 30% in math, 27% Science 27%, Writing 40%: Learning Gains: 53% in Reading, 56% Learning Gains in Math, % of lowest 25% making gains in Reading 54%, % making learning gains in Math 67% AYP-yes	

2. Robert Florio

Asst Principal	Years as Administrator: 2	Years at Current School: 0
Credentials	M.Ed Leadership	
Performance Record	BCHS Data Not accessible	

Nicole Wilson		
Asst Principal	Years as Administrator: 7	Years at Current School: 3
Credentials	M.Ed Leadership	
Performance Record	2012-13 Grade D=: Proficiency 36% in Reading, 30% in math, 27% Science 27%, Writing 40%: Learning Gains: 53% in Reading, 56% Learning Gains in Math, % of lowest 25% making gains in Reading 54%, % making learning gains in Math 67% AYP-yes	

Instructional Coaches
 # Instructional Coaches 4
 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:		
a) Bernadette Green		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Elementary Education K-6, Reading Certification K-12, English 6-12 certification, and ESOL certification K-12.	
Performance Record	4. 2012-13 Grade D=: Proficiency 36% in Reading, Writing 40%: Learning Gains: 53% in Reading, % of lowest 25% making gains in Reading 54%, AYP-yes	
Richard Bessey		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Science	
Credentials	Certificates/ Middle Grade Science 5-9/ Gifted/IMAST/ Megas Math/ Masters in ED.Leadership/ 25 tears in the class room/First year coach	
Performance Record	N/A	
c) Louis Pekrul		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1
Areas	Mathematics, RtI/MTSS	
Credentials	BA degree from Roanoke College. I am certified K-6 Elementary Ed, 5-9 Math, and 6-12 Psychology. I have been a Math Coach for 3 1/2 years, and I spent 39 1/2 years in the classroom (31 1/2 Elementary and 8 Middle School math).	
Performance Record	4. 2012-13 Grade D=: 30% in math, 56% Learning Gains in Math, % making learning gains in Math 67% AYP-yes	

Classroom Teachers
# of classroom teachers 76

 # receiving effective rating or higher 0%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 76, 100%
 # ESOL endorsed 11, 14%
 # reading endorsed 15, 20%
 # with advanced degrees 18, 24%
 # National Board Certified 4, 5%
 # first-year teachers 13, 17%
 # with 1-5 years of experience 24, 32%
 # with 6-14 years of experience 16, 21%
 # with 15 or more years of experience 16, 21%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
# of paraprofessionals 8
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 100, 1250%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0
 # receiving effective rating or higher (not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
JHMS Utilizes a four tier new teachers support plan that establishes and maintains support for new teachers starting with their department head, content specific common planning teams, the JHMS New Teacher Committee,
and the supervising AP. (The content specific coach and TIF Staff Developer will be supporting new teachers during the content specific common planning time

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
Teacher Mentoring Program: Plan New Teacher Committee (However, the support program for new teachers has four major components that are outlined in the previous cell.
JHMS Mentors complete the district wide training. Mentors are assigned to new teachers by

content areas if possible and they meet with their mentees bi-weekly to discuss the needs of the instructor and academic best practices.

Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
1. MTSS will meet bi-weekly to review data extracted from EDS, 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. Pathway 2 Success Program, the New Teacher Committee, AVID, JHMS Extended Learning Program will be resources to support student achievement.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Barry Brown – Principal (facilitator), Nicole Wilson – Assistant Principal (monitor effectiveness of core), Dwight Latimore – Assistant Principal (monitor effectiveness of core), Robert Florio (monitor effectiveness of core) Laura Packard – Science Dept Head (Provide data related to the core), Ericka Williams & Katherine Tawney – Math Dept Head (Provide data related to the core), Regina McRobert – Social Studies Dept Head (Provide data related to the core), Jared Allen – Electives Dept Head (Provide data related to the core), Robbbye Griet – Foreign languages Dept Head (Provide data related to the core), Sofia Forte – PE/Health Dept Head (Provide data related to the core), Roberta Serne – LA Dept Head (Provide data related to the core), Wendy Hedeen – Reading Dept Head (Provide data related to the core), Norma Jean Slocumb – ESE Dept Head (Provide data related to the core), Monica McIntosh – MTSS/Coach (Collect, organize, and disseminate date, provide interventions), Shinique Brown – Psychologist (provide interventions, contact parents), Anan Smith – Social Worker (provide interventions, contact parents), Amy Weber – Guidance (Progress monitor), Bernadette Green – Literacy Coach (progress monitor effectiveness of the core, provide interventions, share best practices), Richard Bessey – Science Coach (progress monitor effectiveness of the core, provide interventions, share best practices), Louis Pekrul – Math Coach(progress monitor effectiveness of the core, provide interventions, share best practices),

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The Leadership Team uses the problem solving model to monitor all systems at JHMS. Walk-throughs, data chats, and PLCs will be used to review the effectiveness of professional development, MTSS and the SIP Goals.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
FAIR Date, FCAT, Achieve 3000, FOCUS, EDS, Progress Reports, Common Assessments, informal assessments Glencoe Writing walk-throughs, and class assessments.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
Use of the problem solving method in all staff meetings PLCs, ongoing professional developments, and staff surveys.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 60

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description
JHMS will utilize:
1. After school tutorials for students assigned by individual instructors, guidance counselors, and administrators.
2. Extended day instruction for struggling students (aligned to core academic area the students is struggling in utilizing the Bridges Program)
3. Saturday Enrichment (Author's Writing Camp Enrichment and STEAM Science/Math Enrichment).

How is data collected and analyzed to determine the effectiveness of this strategy?
FAIR Date, FCAT, Achieve 3000, FOCUS, EDS, Progress Reports, Common Assessments, Bridges Program Assessment, informal assessments Glencoe Writing walk-throughs, and class assessments.

Who is responsible for monitoring implementation of this strategy?
Instructional Staff, Administration, Coaches, RtI Team, and SBLT.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Barry Brown	Principal
Robert Florio	Assistant Principal
Bernadette Green	Literacy Coach
Ms. Weatherholt	Media Specialist
Mrs. McRobert	Instructor
Ms. Vickers	Instructor
Thomas Zucco	Instructor
Danielle Toupe	Instructor
Ms. Reed	Instructor
Ms. Yauch	Instructor
Mr. Butts	Instructor
Mr. Chambers	Instructor
Mr. Russ	Instructor

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The first Tuesday of every month. Literacy Coach and Assistant Principal facilitated the meetings, Officers were assigned to other members. Members were to bring back information from the meeting to the departments and/or grade levels.

What will be the major initiatives of the LLT this year?
Student Literacy Leadership Team, Recruitment of 6th grade students, meet monthly; student will facilitated meetings and events.
Support for instructional skills include emphasizing support for student answers based upon evidence from the text. Teachers provide extensive research and writing opportunities in order for students to support their answers through claims and evidence.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student
Full-Time Literacy, Science, and Math Coach, Full staff training, Implementation of Common Core State Standards, 30 and out trainings, Achieve 3000, AVID, Modeling of district initiate Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level
*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)
*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners
*Teachers provide small group instruction to target specific learning needs.
*These small groups are flexible and change with the content, project and assessments
*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. ves. Common Planning, Teacher lesson, Self- evaluate through rubrics related to learning goals

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
N/A

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
Daily lesson plans showing relevance to real life careers. Participating in District wide Science Fair and administrative expectations of developing thematic units.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?
High School registration St. Pete Police Assemblies, Grade level Assemblies, High School mentors to support targeted middle school students. Furthermore, Guidance counselors goes into classes for course selections

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	36%	No	59%
American Indian				
Asian	75%	75%	Yes	78%
Black/African American	38%	20%	No	44%
Hispanic	81%	54%	No	83%
White	78%	67%	No	81%
English language learners				
Students with disabilities	28%	7%	No	35%
Economically disadvantaged	46%	29%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	199	23%	50%
Students scoring at or above Achievement Level 4	126	14%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	11	91%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	460	53%	
Students in lowest 25% making learning gains (FCAT 2.0)	468	54%	

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		29%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	112	40%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		10%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	30%	No	55%
American Indian				
Asian	82%	79%	No	84%
Black/African American	35%	15%	No	42%
Hispanic	68%	33%	No	71%
White	72%	53%	No	75%
English language learners				
Students with disabilities	27%	6%	No	34%
Economically disadvantaged	43%	22%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	194	22%	37%
Students scoring at or above Achievement Level 4	66	7%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	492	56%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	590	67%	77%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	62%	62%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		29%
Students scoring at or above Achievement Level 4	11	78%	81%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	16%	40%
Students scoring at or above Achievement Level 4	33	12%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		18
Participation in STEM-related experiences provided for students	125	12%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	305	28%	
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	544	49%	55%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	321	29%	36%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

The primary vehicle for parent involvement at John Hopkins Middle School will be quarterly Title 1 Parent University Nights (11/12/2013, 1/13/2014, 3/13/2014, 5/28/2014) 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Title 1 Parent University Nights	50	5%	10%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards.

Goals Detail

Goal #1:	**Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards.**
Targets Supported	•

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- EWS
- EWS - Middle School

Resources Available to Support the Goal	• Master schedule that supports common planning and collaboration. • Content Specific Coaches in math, science, literacy, MTSS, and TIF Staff Developer. • Area 4 and District Middle School Walk- through Team (Instructional Support Visits) • JHMS Administration
Targeted Barriers to Achieving the Goal	• Lack of effective use of common planning time to support quality instruction.

Plan to Monitor Progress Toward the Goal

Action:
Monitoring student data from classroom informal and formal assessments.

Person or Persons Responsible:
Instructor, Coaches, Administration

Target Dates or Schedule:
Informal assessments daily and formal assessments are weekly

Evidence of Completion:
Student performance on the formative an summative, district benchmark assessments, EOC Assessments, and FCAT 2.0.

Action Plan for Improvement

Goal #1:	Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards.
Barrier #2:	Lack of effective use of common planning time to support quality instruction.
Strategy #1 to Overcome the Barrier	Common planning is utilized for teacher collaboration, the planning of lessons utilizing research based instructional delivery strategies, and the development of learning goals aligned to the standards.

Step #1 to Implement Strategy #1

Action:
Master schedule designed to provide content specific common planning for instructional staff.

Person or Persons Responsible:
Nicole Wilson (APC), Barry Brown, and Dwight Latimore

Target Dates or Schedule:
August 2013

Evidence of Completion:
A master schedule that supports common planning.

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Alignment of Instructional Coaches to support common planning and PLCs.

Person or Persons Responsible:
Mr. Bessey, Mrs. Green, and Mr. Pekrul

Target Dates or Schedule:
August 2013

Evidence of Completion:
Coaching logs/calendars uploaded to public folders, Professional Development Agenda.

Facilitator:
Content Specific Coaches

Participants:
Instructional staff in identified content areas

Step #3 to Implement Strategy #1

Action:
Development of a process to monitor common planning, PLCs,and daily instruction.

Person or Persons Responsible:
Coaches, Assistant Principals, and Principal

Target Dates or Schedule:
August 2013

Evidence of Completion:
Lesson plans, PLC Minutes, electronic walk-through tool, and district walk-throughs

Step #4 to Implement Strategy #1

Action:
Monitor common planning, PLCs, and Daily instruction.

Person or Persons Responsible:
Coaches, Assistant Principal, Principal, and District Walk-through Team

Target Dates or Schedule:
Weekly every 1st and second B Day

Evidence of Completion:
Common Planning location form, uploading of lesson plans to supervising AP, uploading PLC Minutes to supervising AP, Administrative walk through using an electronic form that gives immediate feedback.

Step #5 to Implement Strategy #1 - PD Opportunity

Action:
Provide individualized differentiated professional development to assist specific instructor that require extra support.

Person or Persons Responsible:
Content Specific Coaches

Target Dates or Schedule:
October 2013- the Professional development will take place during PLCs, and through classroom modeling of best practices.

Evidence of Completion:
Review of coaches log

Facilitator:
Coaches and district support middle school support team.

Participants:
Identified instructional staff members

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:
Monitor instructional lesson plans, common planning PLC Minutes, Coaches Facilitated PLCS and instructional delivery.

Person or Persons Responsible:
Administration and District Walk-through Team

Target Dates or Schedule:
Weekly

Evidence of Completion
Common Planning location form, uploading of lesson plans to supervising AP, uploading PLC Minutes to supervising AP, Administrative walk through using an electronic form that gives immediate feedback, and Feed from District Instructional Walk-through Team.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:
Content specific instruction will show alignment to appropriate benchmarks and or standards.

Person or Persons Responsible:
Coaches and Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Uploading of lesson plans to supervising AP, uploading PLC Minutes to supervising AP, Administrative walk through to assess instruction, Feed from District Instructional Walk-through Team, and review of student artifacts.

Coordination and Integration
This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

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.

Professional Development

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #1: Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards.

Barrier #2: Lack of effective use of common planning time to support quality instruction.

Strategy #1: Common planning is utilized for teacher collaboration, the planning of lessons utilizing research based instructional delivery strategies, and the development of learning goals aligned to the standards.

Action Step #2: Alignment of Instructional Coaches to support common planning and PLCs.

Facilitator leader
Content Specific Coaches

Participants
Instructional staff in identified content areas

Target dates or schedule
August 2013

Evidence of Completion and Person Responsible for Monitoring
Coaching logs/calendars uploaded to public folders, Professional Development Agenda.
(Person Responsible: Mr. Bessey, Mrs. Green, and Mr. Pekrul)

Action Step #5: Provide individualized differentiated professional development to assist specific instructor that require extra support.

Facilitator leader
Coaches and district support middle school support team.

Participants
Identified instructional staff members

Target dates or schedule
October 2013- the Professional development will take place during PLCs, and through classroom modeling of best practices.

Evidence of Completion and Person Responsible for Monitoring
Review of coaches log
(Person Responsible: Content Specific Coaches)

Budget

Budget Detail