John Hopkins Middle School

2015-16 School Improvement Plan

John Hopkins Middle School

701 16TH ST S, St Petersburg, FL 33705

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	56%

Alternative/ESE Center	Charter School	Minority
No	No	75%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

School Board Approval

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

SIP Authority and Template

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The JHMS Mission is to prepare each and every student to be knowledgeable, open-minded critical thinkers that have a mutual respect for all cultures.

Provide the school's vision statement

John Hopkins Middle School is a great place to be!

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The first two weeks of school are utilized by instructional staff to build relationships with their students. During that time instructors work to gain positive relationships with student through culture building activities that provide opportunities for instructor and student to review expectations for instruction and establish learning goals. The primary focus of these activities is to establish a working relationship built on trust where both the instructor and the student partner to ensure academic success.
JHMS Administration and Instructional Staff will continue to meet monthly in Grade Level RTI Meetings to ensure that all pertinent staff members are aware of specific students of students within their grade level; while updating staff on strategies that work with specific students.
The JHMS Administration and Instructional Staff will continue to host: https: JHMS Title I Parent and Student Success Workshops and Parent University Nights.
JHMS Title I Parent and Student Success Workshops are designed to work collaboratively with parents of students that have experienced academic, behavioral, and attendance difficulties to develop a individualized success plan while also meeting with outside social service resources.
Parent University Nights are designed to inform parents of FSA and EOC Guidelines and Resources. During these parent meetings JHMS Administration and content specific coaches share math and writing strategies with parents and answer questions relative to FSA.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The JHMS Mission is to prepare each student to be knowledgeable, open-minded critical thinkers that have a mutual respect for all cultures. This mission is accomplished by working to assist students in recognizing and respecting the world that they live; while also confirming that our humanity is connect beyond the their local community but globally. Each and every staff member works to be a resource for support and guidance for our students. Providing viable means for communication with students must take place daily through being visible and accessible to all stakeholders.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

• We will be utilizing a school wide discipline matrix with specific consequences for specific infractions. This will ensure consistency, fairness and fidelity in our discipline policy

• Each teacher will be given a copy of the discipline matrix for reference and for posting in in their classrooms for all to see.
• School will implement a school wide emphasis on Trojan Pride. Posters with character words emphasizing honesty, integrity, leadership, honor, and respect will be posted conspicuously in hallways and in classrooms. Principal will review character traits daily in morning and afternoon announcements.
• Implementation of a school wide Positive Behavior Support system will promote academic and social success for students excelling in academics, attendance and grades.
• Character Cash will be utilized and distributed to students who are exhibiting success in academics and behavior to be used in our school store for supplies and gifts before and after school during the week.
• Referral Free celebrations will be implemented for students with zero referrals with eight celebrations throughout the year.
• Positive referrals will be utilized for students to be recognized by their teacher, Assistant Principal and Principal Brown with a letter home and on the afternoon announcements.
• Professional Development emphasizing positive classroom management strategies will be done throughout the year during in-service days, utilizing the CHAMPs model, by subject area coaches, staff behavior specialists and content area district supervisors.
• Emphasis will be on developing positive processes and procedures to reduce infractions, empowering teachers to own their discipline and reduce the need for referrals limiting loss of class time for students.
• Model classrooms will be utilized to demonstrate specific learning strategies, collaborative activities, and successful procedures demonstrated by expert teachers and subject area coaches in science, math and reading.
• Professional Development emphasizing positive classroom management strategies will be done throughout the year during in-service days, utilizing the CHAMPs model, by subject area coaches, staff behavior specialists and content area district supervisors.
• Emphasis will be on developing positive processes and procedures to reduce infractions, empowering teachers to own their discipline and reduce the need for referrals limiting loss of class time for students.
• Model classrooms will be utilized to demonstrate specific learning strategies, collaborative activities, and successful procedures demonstrated by expert teachers and subject area coaches in science, math and reading.

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 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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students who miss 10 percent or more of available
instructional time
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
Students who receive one or more behavior referrals
that leads to suspension.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

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

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	157	132	164	453

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. Progress reports are provided for students at the 4 week marking period.
2. Report cards are provided for students every 9 weeks.
3. Instructional staff members are required to utilize common planing and 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 FCAT Scores.
5. Students are consistently recruited to participate in AVID Program
6. MTSS is used to recognize and support struggling students academically and behaviorally.
7. 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 before/after school and during summer to provide students with adequate opportunity for credit recovery.
12. Each academic instructor is required to provide before or after school tutorial for their students and that information must be documented in their syllabus.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/49448.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

John Hopkins Middle School participates in the Executive Pass Program; the primary goal of the program is to link a nearby business with community schools to demonstrate and support school improvement without a formal financial commitment. The Executive Pass Model is based upon the successful Pass model, where a business CEO Invests personal time as well as financial resources into a school. JHMS' Executive Pass Business Partner is Bayfront Medical Center and Courtesy Valet. The Executive Pass Program is implemented through the Pinellas County School District.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Brown, Barry	Principal
Francois, Anthony	Assistant Principal
Tisdale, Elizabeth	Assistant Principal
Allen, Eric	Assistant Principal

Duties

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

Barry Brown – Principal (facilitator), Dr. Elizabeth Tisdale – Assistant Principal (monitor effectiveness of core), – Robert Eric Allen Assistant Principal (monitor effectiveness of core), Anthony Francois(monitor effectiveness of core) Bradley Fetters/Jonathan Moon – Science Dept Head (Provide data related to the core), Pamela Douglas – Math Dept Head (Provide data related to the core), Timothy Glesssner – Social Studies Dept Head (Provide data related to the core), Kimberly Fiordimondo – 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), TBA – 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), Matt McKillop – Social Worker (provide interventions, contact parents), Cheryl Cruz-Laynes – Guidance (Progress monitor), Bernadette Green – Literacy Coach (progress monitor effectiveness of the core, provide interventions, share best practices), Stephanie Lawson – Science Coach (progress monitor effectiveness of the core, provide interventions, share best practices), Catherine Robinson – Math Coach(progress monitor effectiveness of the core, provide interventions, share best practices),

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 will meet biweekly 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Don Ware	Business/Community
Monique Comer	Parent
Pam Holmes	Parent
Liz Delgado	Parent
Claire Lynch	Teacher
Barry Brown	Principal
Karl Chambers	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The JHMS School Advisory Committee approved last year SIP; this school term is was communicate to the SAC that last school term SIP Goals will be utilized this school term. There are still areas of improvement that must be address school-wide.

Development of this school improvement plan

The SAC Board participated in the review of the JHMS School Improvement Plan key areas of focus

Preparation of the school's annual budget and plan

To date projection have not be allocated.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC Fund were utilized during JHMS Saturday Enrichment Writing Program; academic incentives were purchased for participating students ($200. 00 was budgeted for this project).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Barry	Principal
Green, Bernedette	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

JHMS will consistently optimize the use of common planning times for instructional staff to share best practices, discuss academic progress of students, and increase collegiality amongst content specific instructors. Faculty meetings and team building activities will be utilized to recognize academic or behavioral successes and provide opportunities for instructors to highlight a specific best practice that can be implemented school-wide.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Content specific Coaches and Assistant Principals consistently monitor and support common planning meetings to ensure that instructional members are aligning their instruction to the standards and maximizing instructional best practices to enhance student learning. Instructional Support Model Visit will also be utilized to monitor instructional delivery models and depth of knowledge across the core instructional areas.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

FSA Data will be utilized to support students as they are assigned courses through the master schedule; student reading and math levels will dictate their level of curricular support and class assignment. Daily formative assessments will support instructional staff member as they provide standards based instruction; the data results will drive instruction creating opportunities for student remediation and enrichment. This data will also support the use of collaborative groups based on each students current level on the specific benchmark or learning goal. Benchmark/standards base assessments will provide added data to assist with the recognition of positive and negative trends; therefore providing instructors with the necessarily tools to predict the level of student success on end of course exams or state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

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).

Strategy Rationale

Student below proficiency require differentiate academic opportunities to reach proficiency.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Brown, Barry, brownba@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FAIR Date, FCAT, Achieve 3000, FOCUS, EDS, Progress Reports, Common Assessments, Bridges Program Assessment, informal assessments Glencoe Writing walk-throughs, and class assessments.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 3rd week marking period.
2. Report cards are provided for students every 9 weeks.
3. Instructional staff members are required to utilize common planning and 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 FCAT Scores.
5. Students are consistently recruited to participate in AVID Program
6. MTSS is used to recognize and support struggling students academically and behaviorally.
7. 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 before/after school and during summer to provide students with adequate opportunity for credit recovery.

College and Career Readiness

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.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

-

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Quality instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently.

G2.   Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Quality instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently. 1a

🔍 G063488

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- MTSS Specialist and MTSS Team
- TIF Staff Developer
- Leading the Learning Cadre
- Content Specific Coaches
- Supervising Adminstrator

Targeted Barriers to Achieving the Goal 3

- Instructional staff members are not consistently establishing academic and behavioral routines.

Plan to Monitor Progress Toward G1. 8

Student discipline referrals, out of school suspensions, classroom student engagement, and student academic success percentages per instructor.

Person Responsible

Barry Brown

Schedule

Every 3 Weeks, from 8/24/2015 to 1/4/2016

Evidence of Completion

The review of consistent patterns of teacher behavior will be the focus; along with the ongoing review and PD to align classroom behavior routines.

G2. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards. 1a

🔍 G062276

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0
FAA Writing Proficiency	40.0
FSA - Mathematics - Proficiency Rate	37.0
FSA - English Language Arts - Proficiency Rate	54.0

Resources Available to Support the Goal 2

- Master schedule that supports common planning and collaboration.

- Content Specific Coaches in math, science, literacy, MTSS, and TIF Staff Developer.

- Area 2 and District Middle School Walk- through Team (Instructional Support Visits)

- JHMS Administration

- JHMS LLC

Targeted Barriers to Achieving the Goal 3

- Lack of implementing writing, inquiry, collaboration, organization, and reading in each content areas.

- Lack of differentiation based on student data that will allow for remediation and enrichment.

- Students are not consistently provided the opportunity to monitor their progress towards the learning goal through the use of scales.

Plan to Monitor Progress Toward G2. 8

Monitoring student data from classroom informal and formal assessments.

Person Responsible
Barry Brown

Schedule
Biweekly, from 8/24/2015 to 6/1/2016

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Quality instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently. [1]

🔑 G063488

G1.B1 Instructional staff members are not consistently establishing academic and behavioral routines. [2]

🔑 B163433

G1.B1.S1 Provide ongoing professional development to establish school-wide classroom procedures to establish consistency within all classrooms. [4]

🔑 S174934

Strategy Rationale

This will create a culture of order that students will recognize as they travel from class to class.

Action Step 1 [5]

Pre-school Profession development to establish school academic and behavior routines.

Person Responsible

Barry Brown

Schedule

Every 6 Weeks, from 8/18/2015 to 1/4/2016

Evidence of Completion

Completed pre-school training, Walk-through data, classroom discipline referrals, ISM reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Walk-throughs and referral data from specific departments and instructors

Person Responsible

Barry Brown

Schedule

On 1/4/2016

Evidence of Completion

Student walk-through data, classroom discipline referrals, and teacher student failure/referral rates

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administration and MTSS Team will review the data and devise a differentiate professional development to support the various needs of specific instructors.

Person Responsible

Barry Brown

Schedule

Biweekly, from 8/24/2015 to 1/4/2016

Evidence of Completion

Specific discipline referral data will be collected, consistent patterns of behavior will be reviewed, and professional development will be determined by collected data.

G2. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards. [1]

🔍 G062276

G2.B1 Lack of implementing writing, inquiry, collaboration, organization, and reading in each content areas. [2]

🔍 B159783

G2.B1.S1 Implementing writing, collaboration, organization, and reading in each content area. [4]

🔍 S171230

Strategy Rationale

WICOR Strategies are universal best practices

Action Step 1 [5]

Literacy coaches are embedded into core content course for the purpose of implementing standard base lessons and differentiation for students based on data.

Person Responsible

Barry Brown

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson Plans, PLC Meeting forms, student work, and walk-through data.

Action Step 2 [5]

Teachers receive professional development about, instructional shifts, standards, assessment, and instructional methods.

Person Responsible

Barry Brown

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

PD Agenda and minutes; Lesson Plans, PLC Meeting forms, student work, and walk-through data.

Action Step 3 5

Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement during core with students to support their success with complex text.

Person Responsible

Barry Brown

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

PD Agenda and minutes; Lesson Plans, PLC Meeting forms, student work, and walk-through data.

Action Step 4 5

Administrators monitor and support Principals will attend PLC meetings.

Person Responsible

Barry Brown

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walk-through data, instructional appraisals

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

JHMS Administration, Area 2 and Middle School Team Walk-through Team

Person Responsible

Barry Brown

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walk-through data, walk-through Feedback, and instructional appraisals

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Walk-through data, instructional reviews, and appraisals

Person Responsible

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Administrative Team, Area 2 and district walk though data

G2.B2 Lack of differentiation based on student data that will allow for remediation and enrichment. `2`

🔍 B159786

G2.B2.S1 Differentiate instruction based on student data that will allow for remediation and enrichment. `4`

🔍 S171233

Strategy Rationale

The purpose of this strategy establishes differentiation of instruction so that all students are supported through out the lesson.

Action Step 1 `5`

A formative assessment is completed at the end of a benchmark or standard; the data from the formative assessment will allow the instructor to provide opportunities for remediation or enrichment for each student. This will require the instructor to differentiate their instruction to support both groups of students.

Person Responsible

Bernedette Green

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Formative assessment and benchmark assessment results.

Action Step 2 `5`

ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data.

> **Person Responsible**
>
> Barry Brown
>
> **Schedule**
>
> Biweekly, from 9/1/2014 to 6/1/2015
>
> *Evidence of Completion*
>
> Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administration, instructor, coaches, and department heads will monitor the fidelity of the program.

> **Person Responsible**
>
> Bernedette Green
>
> **Schedule**
>
> Biweekly, from 6/1/2015 to 6/1/2015
>
> *Evidence of Completion*
>
> Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Administration, instructor, coaches, and department heads monitor and support the effectiveness of the program.

> **Person Responsible**
>
> Barry Brown
>
> **Schedule**
>
> Biweekly, from 6/1/2015 to 6/1/2015
>
> *Evidence of Completion*
>
> Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data will used as evidence.

G2.B3 Students are not consistently provided the opportunity to monitor their progress towards the learning goal through the use of scales. 2

🔧 B159787

G2.B3.S1 Providing opportunities for students to monitor their progress toward the learning targets through the use of scales. 4

🔧 S171234

Strategy Rationale

Students must be provided that opportunity monitor the progress in order to take ownership of their learning.

Action Step 1 5

Student will monitor their progress towards the learning goal through the use of informal assessments strategies.

Person Responsible

Barry Brown

Schedule

Evidence of Completion

interactive note book, assignment logs, end of class informal assessments, and whole review of assessment results.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration, instructors, coaches, and department heads will monitor and support the fidelity of implementation.

Person Responsible

Barry Brown

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Compiling examples of artifacts from every department. Administrative Walkthroughs/coaches observations, plc discussions, data chats, and district walk-throughs.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Administration, instructor, coaches, and department heads will monitor and support the effectiveness of the program

Person Responsible

Barry Brown

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Compiling examples of artifacts from every department. Administrative Walkthroughs/ coaches observations, plc discussions, data chats, and district walk-throughs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Literacy coaches are embedded into core content course for the purpose of implementing standard base lessons and differentiation for students based on data.	Brown, Barry	8/24/2015	Lesson Plans, PLC Meeting forms, student work, and walk-through data.	6/1/2016 weekly
G2.B2.S1.A1	A formative assessment is completed at the end of a benchmark or standard; the data from the formative assessment will allow the instructor to provide opportunities for remediation or enrichment for each student. This will require the instructor to differentiate their instruction to support both groups of students.	Green, Bernedette	9/1/2014	Formative assessment and benchmark assessment results.	6/1/2015 biweekly
G2.B3.S1.A1	Student will monitor their progress towards the learning goal through the use of informal assessments strategies.	Brown, Barry	6/1/2015	interactive note book, assignment logs, end of class informal assessments, and whole review of assessment results.	biweekly
G1.B1.S1.A1	Pre-school Profession development to establish school academic and behavior routines.	Brown, Barry	8/18/2015	Completed pre-school training, Walk-through data, classroom discipline referrals, ISM reports	1/4/2016 every-6-weeks
G2.B1.S1.A2	Teachers receive professional development about, instructional shifts, standards, assessment, and instructional methods.	Brown, Barry	9/1/2014	PD Agenda and minutes; Lesson Plans, PLC Meeting forms, student work, and walk-through data.	6/1/2015 monthly
G2.B2.S1.A2	ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data.	Brown, Barry	9/1/2014	Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data.	6/1/2015 biweekly
G2.B1.S1.A3	Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan text-dependent questions, close reading,	Brown, Barry	9/1/2014	PD Agenda and minutes; Lesson Plans, PLC Meeting forms, student work, and walk-through data.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	and skill/strategy based groups to implement during core with students to support their success with complex text.				
G2.B1.S1.A4	Administrators monitor and support Principals will attend PLC meetings.	Brown, Barry	9/1/2014	Walk-through data, instructional appraisals	6/1/2015 biweekly
G1.MA1	Student discipline referrals, out of school suspensions, classroom student engagement, and student academic success percentages per instructor.	Brown, Barry	8/24/2015	The review of consistent patterns of teacher behavior will be the focus; along with the ongoing review and PD to align classroom behavior routines.	1/4/2016 every-3-weeks
G1.B1.S1.MA1	Administration and MTSS Team will review the data and devise a differentiate professional development to support the various needs of specific instructors.	Brown, Barry	8/24/2015	Specific discipline referral data will be collected, consistent patterns of behavior will be reviewed, and professional development will be determined by collected data.	1/4/2016 biweekly
G1.B1.S1.MA1	Walk-throughs and referral data from specific departments and instructors	Brown, Barry	8/24/2015	Student walk-through data, classroom discipline referrals, and teacher student failure/referral rates	1/4/2016 one-time
G2.MA1	Monitoring student data from classroom informal and formal assessments.	Brown, Barry	8/24/2015	Student performance on the formative an summative, district benchmark assessments, EOC Assessments.	6/1/2016 biweekly
G2.B1.S1.MA1	Walk-through data, instructional reviews, and appraisals		8/24/2015	Administrative Team, Area 2 and district walk though data	6/1/2016 biweekly
G2.B1.S1.MA1	JHMS Administration, Area 2 and Middle School Team Walk-through Team	Brown, Barry	8/24/2015	Walk-through data, walk-through Feedback, and instructional appraisals	6/1/2016 weekly
G2.B2.S1.MA1	Administration, instructor, coaches, and department heads monitor and support the effectiveness of the program.	Brown, Barry	6/1/2015	Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data will used as evidence.	6/1/2015 biweekly
G2.B2.S1.MA1	Administration, instructor, coaches, and department heads will monitor the fidelity of the program.	Green, Bernedette	6/1/2015	Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data.	6/1/2015 biweekly
G2.B3.S1.MA1	Administration, instructor, coaches, and department heads will monitor and support the effectiveness of the program	Brown, Barry	9/1/2015	Compiling examples of artifacts from every department. Administrative Walkthroughs/ coaches observations, plc discussions, data chats, and district walk-throughs.	6/1/2016 biweekly
G2.B3.S1.MA1	Administration, instructors, coaches, and department heads will monitor and support the fidelity of implementation.	Brown, Barry	9/1/2014	Compiling examples of artifacts from every department. Administrative Walkthroughs/ coaches observations, plc discussions, data chats, and district walk-throughs.	6/1/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

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

G1. Quality instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently.

G1.B1 Instructional staff members are not consistently establishing academic and behavioral routines.

G1.B1.S1 Provide ongoing professional development to establish school-wide classroom procedures to establish consistency within all classrooms.

PD Opportunity 1

Pre-school Profession development to establish school academic and behavior routines.

Facilitator

MTSS Team

Participants

JHMS Instructional Staff

Schedule

Every 6 Weeks, from 8/18/2015 to 1/4/2016

G2. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards.

G2.B1 Lack of implementing writing, inquiry, collaboration, organization, and reading in each content areas.

G2.B1.S1 Implementing writing, collaboration, organization, and reading in each content area.

PD Opportunity 1

Literacy coaches are embedded into core content course for the purpose of implementing standard base lessons and differentiation for students based on data.

Facilitator

Literacy Coach

Participants

Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/1/2016

PD Opportunity 2

Teachers receive professional development about, instructional shifts, standards, assessment, and instructional methods.

Facilitator

LLC, Instructional Coaches, and TIF Staff Developer

Participants

Schedule

Monthly, from 9/1/2014 to 6/1/2015

G2.B2 Lack of differentiation based on student data that will allow for remediation and enrichment.

G2.B2.S1 Differentiate instruction based on student data that will allow for remediation and enrichment.

PD Opportunity 1

A formative assessment is completed at the end of a benchmark or standard; the data from the formative assessment will allow the instructor to provide opportunities for remediation or enrichment for each student. This will require the instructor to differentiate their instruction to support both groups of students.

Facilitator

Literacy Coach, LLC, and TIFF Staff Developer

Participants

Instructional Staffs

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

PD Opportunity 2

ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data.

Facilitator

Literacy Coach, LLC, and TIFF Staff Developer

Participants

Instructional Staffs

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget