John Hopkins Middle School

2019-20 School Improvement Plan

Table of Contents

John Hopkins Middle School

701 16TH ST S, St Petersburg, FL 33705

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

Demographics

Principal: Dallas Jackson

Start Date for this Principal: 12/5/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: D 2016-17: C 2015-16: D 2014-15: I 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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

The mission of John Hopkins Middle School is to prepare students for college and career readiness through International Bacalarueate (IB) studies and the visual and performing arts.

Provide the school's vision statement

To 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
Jones, Carlmon	Principal
Principal	
McIntosh, Monica	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	311	284	251	0	0	0	0	846
Attendance below 90 percent	0	0	0	0	0	0	22	5	8	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	61	50	28	0	0	0	0	139
Course failure in ELA or Math	0	0	0	0	0	0	13	7	3	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	159	128	114	0	0	0	0	401

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	205	170	129	0	0	0	0	504

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	10	10	9	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	28	16	9	0	0	0	0	53

FTE units allocated to school (total number of teacher units)
47

Date this data was collected or last updated
Wednesday 7/31/2019

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	29	39	36	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	180	120	60	0	0	0	0	360
Course failure in ELA or Math	0	0	0	0	0	0	28	29	4	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	0	0	0	207	282	180	0	0	0	0	669

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	171	198	102	0	0	0	0	471

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	29	39	36	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	180	120	60	0	0	0	0	360
Course failure in ELA or Math	0	0	0	0	0	0	28	29	4	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	0	0	0	207	282	180	0	0	0	0	669

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	171	198	102	0	0	0	0	471

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	39%	52%	54%	28%	50%	53%
ELA Learning Gains	51%	55%	54%	30%	50%	54%
ELA Lowest 25th Percentile	39%	47%	47%	28%	42%	47%
Math Achievement	34%	55%	58%	23%	54%	58%
Math Learning Gains	45%	52%	57%	26%	54%	57%
Math Lowest 25th Percentile	41%	46%	51%	25%	48%	51%
Science Achievement	35%	51%	51%	40%	52%	52%
Social Studies Achievement	74%	68%	72%	36%	65%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Number of students enrolled	311 (0)	284 (0)	251 (0)	846 (0)
Attendance below 90 percent	22 (29)	5 (39)	8 (36)	35 (104)
One or more suspensions	61 (180)	50 (120)	28 (60)	139 (360)
Course failure in ELA or Math	13 (28)	7 (29)	3 (4)	23 (61)
Level 1 on statewide assessment	159 (207)	128 (282)	114 (180)	401 (669)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	51%	-11%	54%	-14%
	2018	25%	49%	-24%	52%	-27%
Same Grade Comparison		15%				
Cohort Comparison						
07	2019	39%	51%	-12%	52%	-13%
	2018	24%	48%	-24%	51%	-27%
Same Grade Comparison		15%				
Cohort Comparison		14%				
08	2019	48%	55%	-7%	56%	-8%
	2018	41%	55%	-14%	58%	-17%
Same Grade Comparison		7%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		24%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	30%	44%	-14%	55%	-25%
	2018	19%	45%	-26%	52%	-33%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	42%	60%	-18%	54%	-12%
	2018	28%	59%	-31%	54%	-26%
Same Grade Comparison		14%				
Cohort Comparison		23%				
08	2019	14%	31%	-17%	46%	-32%
	2018	4%	31%	-27%	45%	-41%
Same Grade Comparison		10%				
Cohort Comparison		-14%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	36%	51%	-15%	48%	-12%
	2018	42%	53%	-11%	50%	-8%
Same Grade Comparison		-6%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	83%	68%	15%	71%	12%
2018	39%	66%	-27%	71%	-32%
Compare		44%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	70%	-70%	70%	-70%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	65%	55%	10%	61%	4%
2018	74%	57%	17%	62%	12%
Compare		-9%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	56%	-56%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

Subgroup Data

2019 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**
SWD	10	26	19	8	40	41	16	29			
ELL	43	61	50	33	48						
ASN	88	63		71	69						
BLK	22	45	39	19	41	37	18	60	53		
HSP	59	60	64	42	48	39	53	86	45		
MUL	64	64		63	46		73	60			
WHT	65	62		58	50	62	78	89	84		
FRL	32	47	38	28	43	38	28	69	56		

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 2015-16**	**C & C Accel 2015-16**
SWD	6	16	18	3	16	19	8				
ELL	23	32	25	15	15						
ASN	56	50		50	25						
BLK	11	23	27	11	22	24	16	23	45		
HSP	41	40		29	25	14	79	57	60		
MUL	44	37		47	30			67			
WHT	64	40		51	36	20	79	63	80		
FRL	21	26	28	17	23	24	31	29	62		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The math achievement cell showed the lowest performance of all 9 cells for the 2019 assessment cycle. While 34% of our students achieved at a level 3 or higher, this represents great progress from the previous year when only 23% of students achieved proficiency. Trends related to the 11% increase includes our 6th, 7th, and 8th grade students respectively, by grade level, making some of the greatest increases in proficiency of all middle schools in the district.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The acceleration cell showed the greatest decline for the 2019 assessment cycle. Performance declined 9% as compared to the previous year. Factors contributing to the decline included the placement of a 1st year teacher into one of the Algebra 1 classes who was not able to establish rapport with the students, establish appropriate conditions for learning, and ultimately did not establish high expectations for his students. At the semester, administration made the decision to switch teaching assignments to give the Algebra students a greater opportunity to learn the standards and pass the EOC exam.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The math achievement cell had the greatest gap when compared to the state average (24% gap). While the 34% proficiency is an 11% increase as compared to last year, there is still work to do. Contributing factors for this gap include the lack of a full time math coach for the majority of the school year, and having a solid instructional focus for teaching conceptual and procedural mathematics concepts from the first day of school through FSA Math administration.

Which data component showed the most improvement? What new actions did your school take in this area?

The Civics EOC data showed the greatest improvement for the 2019 assessment cycle. Performance improved 38% over the previous school year. This was attributed to teacher placement (i.e. strongest teacher in Social Studies teaching this course), the teacher focusing on standards-based proficiency (i.e. multiple opportunities to retake assessments for standards proficiency and providing Civics boot camps in preparation for the EOC).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Areas of concern based off of EWS data: 1) Number of achievement level 1 scholars, and 2) Number of scholars suspended out of school

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. High quality instruction in all classrooms
2. A safe and orderly school environment
3. A culture of continuous and collaborative learning

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	A Culture of Engagement and High Quality Instruction
Rationale	If our scholars don't understand the "why" or are not making the real-world connection to the standards taught, we are losing them each year. If we have a culture of engagement, the appropriate implementation of standards-based instruction, equity-infused instructional practices, frequent checks for understanding, and opportunities for staff and scholars to collaborate, then we will be able to positively impact scholar learning (i.e. scholars tasking more ownership of their learning, high quality scholar work samples, and ultimately a greater percentage of proficiency and annual learning gains).
State the measureable outcome the school plans to achieve	Higher quality scholar work samples, based off of a rubric Improved report card grades (a lower percentage of D's and F's) Improved formative assessment scores (based off of iReady diagnostic, Write Score, and Measure of Academic Progress [MAP] assessments) Improved annual learning gains percentages on the Florida Standards Assessment (FSA) Improved proficiency percentages on the FSA Improved teacher feedback based off classroom observations
Person responsible for monitoring outcome	Carlmon Jones (jonescarl@pcsb.org)
Evidence-based Strategy	District-provided professional development School-based professional development Achievement Network consultancy Teach Like a Champion consultancy Equity consultancy through the Cambio Group Classroom walk-through feedback that speaks to standards to task alignment and use of formative assessments. Teacher to teacher peer observation of best instructional practices Standards-based grading practices
Rationale for Evidence-based Strategy	The rationale for all professional development is to provide all teachers, new and veteran, with strategies and examples of research-based strategies to improve instruction, increase student engagement, and provide rigorous student tasks. Teachers need feedback from administration and instructional coaches to reflect on and improve practices. Allowing teachers to observe their peers who are versed at one or more instructional practices allows for collaboration and opportunities for growth for that teacher wanting to improve their practice. Standards-based grading practices allows students the opportunity to become proficient on one or more standards they have not yet become proficient on. This type of grading allows for multiple opportunities to retake assessments or alternate ways for students to demonstrate standards proficiency, based on teacher requirements.
Action Step	

Description	1. Develop professional development calendar 2. Create a meeting / Professional Learning Communities (PLC) schedule that is agreed on by administration and Pinellas Classroom Teachers Association (PCTA) representation 3. Create common planning periods for core content areas within the master schedule 4. Ensure teacher groups are in fact attending district-based and school based professional development opportunities by ensuring their is administrative presence and/or frequently reviewing PLC / common planning minutes. 5. Administrators and instructional coaches are frequently conducting instructional walks and calibrating on observation of high quality instructional practices and standards to task alignment. 6. Administration meets with teachers or teacher teams to review student work samples and provide feedback for commendations and/or recommendations
Person Responsible	Carlmon Jones (jonescarl@pcsb.org)

#2	
Title	A Safe and Orderly School Environment
Rationale	If John Hopkins Middle School's administration and staff are able to provide a safe and orderly school environment, then our students will look at school as a safe place to be, understand and adhere to consistent school-wide and classroom expectations, and know how to appropriately act and respond to required drills and real-life scenarios. Our teachers and staff will also feel better supported and will have a greater understanding of how to respond accordingly to situations that may arise during the school year.

State the measureable outcome the school plans to achieve	A reduction in disciplinary incidents resulting in in-school and out-of-school suspensions An increase in the number of students meeting Tier 1 Multi-tiered Systems of Support (MTSS) behavior expectations A reduction in the number of bully incidents A greater percentage of classrooms meeting fidelity based on metrics of required school safety drills Attendance rate increase
Person responsible for monitoring outcome	Carlmon Jones (jonescarl@pcsb.org)
Evidence-based Strategy	Positive Behavior Interventions and Supports (PBIS) system of supports to promote appropriate behavior and civility Use of International Baccalaureate (IB) learner profile traits to describe the expectations of a "global learner". Professional development to staff on school safety drills Recognition of students and staff to improve school culture and morale Consistency across grade levels with guidelines for success in the classroom and in the grade level halls A consistent and easy to understand school-wide behavior plan that can be followed and implemented to fidelity Using a PBIS framework to support our school-wide behavior plan will improve campus civility and activity. When students are acknowledged for meeting expectations, they are more inclined to continue meeting expectations. The IB learner profiles will be a catalyst in formally recognizing students and staff in the PBIS framework.
Rationale for Evidence-based Strategy	When teachers are adequately trained throughout the year on school safety drills and are able to implement what they have learned in their classrooms, both or teachers and students will know what to do in case of an actual situation. When the school has a consistent and easy to understand school-wide behavior plan, everyone understands the progressive steps and interventions for both positive and negative behaviors. When each grade level classroom has the same expectations, all students know what to expect from one classroom to the next, without conflicting expectations being asked.

Action Step

Description	1. Develop PBIS framework and establish school-wide guidelines for success 2. Create and train PBIS team on the framework 3. Develop a school-wide behavior plan 4. Train faculty and staff on PBIS framework and school-wide behavior plan 5. Train student body on PBIS framework and give examples and non-examples of appropriate behavior 6. Sustain PBIS initiatives by rewarding students meeting expectations daily, monthly, and quarterly
Person Responsible	Carlmon Jones (jonescarl@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

With such a high percentage of first year teachers and teachers with less than 5 years experience, it is imperative that professional development and proper on-boarding to school-wide processes and school initiatives be implemented on a consistent basis to better orient them to the best instructional practices, classroom management processes, and other resources to allow them to be a more effective and confident teacher.

With an intentional new teacher mentoring program, teachers will be paired with veteran teachers for the purpose of collaboration, consultation, and observation of processes, procedures and practices. Professional development will also be provided (at a minimum) bi-weekly to allow teachers exposure to practices of implementation related to SIP initiatives.

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

Increase parental and community engagement: This can be done in several ways. Many of our students' parents work and cannot make it on campus as often as they would like. Engagement can be increased when our teachers keep their grade books up to date, including attendance; teachers and administrators communicating with parents via phone calls, emails, and letters home. Opportunities to get more parents on campus will include providing informational seminars for parents on teen-related topics, offering opportunities to showcase student work and talent, and creating Parent University opportunities.

To increase community involvement, we are asking community supporters to volunteer as mentors to our students during lunch and before and after school opportunities.

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

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 Science, Technology, Engineering, and Mathematics (STEM) 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 (ELP) will be implemented during, before/after school and during summer to provide students with adequate opportunity for credit recovery.

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

1. MTSS Team meets weekly to review data extracted from Focus and the data dashboard to assess academic and behavioral strengths and weaknesses. Walk-throughs conducted by administration and coaches will determine the effectiveness of core instruction and professional development. The New Teacher Committee, Advancement Via Individual Determination (AVID), and 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 (PD) for highest student achievement. These services are coordinated with other resources through collaboration of staff in various departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, PD, 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 Plato course recovery program is a critical support provided.

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 PD for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities for high need schools.

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

Pre-Scholastic Aptitude Test (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.

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

Through our AVID elective, they will promote scholars to participate in a Friday college t-shirt day. This will be a designated Friday, once per quarter, in which students are allowed to wear their favorite college jersey instead of their normal uniform. In their Language Arts class, scholars will need to journal why they like that particular university and research what that college or university is known for (i.e. special programs or career paths).

Part V: Budget						
1	III.A	**Areas of Focus: A Culture of Engagement and High Quality Instruction**				**$114,828.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		160-Other Support Personnel	4061 - John Hopkins Middle School	Title, I Part A		$114,828.00
		Notes: Teacher Interventionists for Reading and Math will be hired to work with our level 1 and level 2 scholars in small group via push-in (through ELA or Math class) and pull-out (through elective class).				
		140-Substitute Teachers	4061 - John Hopkins Middle School	Title, I Part A		$0.00
		Notes: In order to grow and educate our teachers on best instructional practices, teachers will be allowed to secure a substitute teacher while they get the opportunity to attend PD via Teach Like a Champion, the Cambio Group for Equity, and Achievement Network. They will also be able to shadow model teachers within the building who implement best practices daily.				

		130-Other Certified Instructional Personnel	4061 - John Hopkins Middle School	General Fund		$0.00
		Notes: We will have a full-time math and literacy coach to assist in growing our teachers in the best math, reading, and writing, strategies to support individual professional growth, as well as student growth and proficiency.				
		130-Other Certified Instructional Personnel	4061 - John Hopkins Middle School	Title, I Part A		$0.00
		Notes: An MTSS Coach to assist administration and instructional coaches in reviewing student data and facilitating the efforts of school improvement through Leadership Team meetings.				
2	**III.A**	**Areas of Focus: A Safe and Orderly School Environment**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	4061 - John Hopkins Middle School	Title, I Part A		$0.00
		Notes: In order to grow and educate our teachers on research-based classroom management techniques, teachers will be allowed to secure a substitute teacher while they get the opportunity to attend PD via Teach Like a Champion, and the Cambio Group for Equity.				
		130-Other Certified Instructional Personnel	4061 - John Hopkins Middle School	General Fund		$0.00
		Notes: Behavior Specialist will assist administration with successful PBIS implementation, working with student services team and MTSS Coach to monitor and respond to tier2 and 3 levels of intervention for students needing additional services to be successful.				
			4061 - John Hopkins Middle School			$0.00
					Total:	**$114,828.00**