

Pinellas County Schools

John Hopkins Middle School



2016-17 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	70%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	I*	F	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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>.

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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 or B 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-D 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Southwest	Jim Browder
Former F	Turnaround Status	
No	Implementing	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

John Hopkins Middle School is a great place to be!

2. School Environment

a. 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.

John Hopkins Middle School Administration and Instructional Staff will continue to meet monthly in Grade Level Meetings to ensure staff members are aware of specific students within their grade level. The JHMS Administration and Instructional Staff will continue to host Title I Parent Workshop and Student Success Workshops. Title I Parent Workshop and Student Success Workshops are designed to work collaboratively with parents of student to develop an individualized success plan for their student. These workshops will further inform parents of Florida Standards Assessment and EOC Guidelines and school resources.

b. 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.

c. 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 STOIC model, 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.

d. 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.

3. 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).

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	106	79	96	0	0	0	0	281
One or more suspensions	0	0	0	0	0	0	106	80	86	0	0	0	0	272
Course failure in ELA or Math	0	0	0	0	0	0	50	33	34	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	65	63	62	0	0	0	0	190

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

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

c. 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 of every 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 FSA/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 Learning Program/Credit Recovery students struggling in their core instructional areas. Extended Learning Program will be implemented before/after school and during summer to provide students with adequate opportunity for credit recovery.

9. Standard Base Saturday School is utilized to provide remediation and enrichment for students.
10. Parent conferences are conducted and academic success plans are created to provide students with a road map for academic success.
11. Each academic instructor is required to provide before or after school tutorial for their students and that information must be documented in their syllabus.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. 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.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Brown, Barry	Principal
Francois, Anthony	Assistant Principal
Chiles, Elizabeth	Assistant Principal
Jeff, Mills	Assistant Principal

b. Duties

1. 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), – Jeff Mills Assistant Principal (monitor effectiveness of core), Anthony Francois (monitor effectiveness of core) Lindsey Yauch – Science Dept Head (Provide data related to the core), Pamela Douglas – Math Dept Head (Provide data related to the core), Daniel Dickter – 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 data, 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), TBA – 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),

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. 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.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

To date projection have not be allocated.

2. 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).

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Barry	Principal
Green, Bernedette	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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.

D. 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).

1. 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.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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 (Standard's Base Saturday School, Core Content Boot camps, and STEAM Courses.

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

FSA, FCAT, iReady/REd 180 Data, FOCUS, EDS, Progress Reports, Common Assessments, TTM Data, Write Score Data, informal/formal assessment, and class assessments.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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.

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

N/A

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.
- G2.** Quality Instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently.
- G3.** 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. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules. **1a**

G077908

Targets Supported **1b**

Indicator	Annual Target
Effective+ Administrators	20.0

Targeted Barriers to Achieving the Goal **3**

- Lack of staff participation to complete assessment modules and develop an action plan for improvement.

Resources Available to Support the Goal **2**

- Administrator Café Manager Physical Education Teacher/ Health Teacher/Classroom Teacher Employee Wellness Champion District PCS Wellness Consultant

Plan to Monitor Progress Toward G1. **8**

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)

Person Responsible

Barry Brown

Schedule

On 5/25/2017

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

G2. Quality Instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently. 1a

G077116

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Support the Goal 2

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

Plan to Monitor Progress Toward G2. 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 8/10/2016 to 5/31/2017

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.

G3. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards. 1a

G077117

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of implementing writing, inquiry, collaboration, organization, reading, and Statement of Inquiry into 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.

Resources Available to Support the Goal 2

- Master schedule that supports common planning and collaboration.
- Content IB Coordinator, 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

Plan to Monitor Progress Toward G3. 8

Monitoring student data from classroom informal and formal assessments.

Person Responsible

Barry Brown

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

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. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules. 1

G077908

G1.B1 Lack of staff participation to complete assessment modules and develop an action plan for improvement. 2

B208081

G1.B1.S1 By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules. 4

S219673

Strategy Rationale

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)

Action Step 1 5

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)

Person Responsible

Barry Brown

Schedule

On 5/25/2017

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)

Person Responsible

Barry Brown

Schedule

On 5/25/2017

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)

Person Responsible

Barry Brown

Schedule

On 5/25/2017

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

G2. Quality Instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently. 1

G077116

G2.B1 Instructional staff members are not consistently establishing academic and behavioral routines. 2

B202009

G2.B1.S1 Provide ongoing professional development to establish school-wide classroom procedures aligned to the IB Learner Profile to establish consistency within all classrooms. 4

S213725

Strategy Rationale

This will create a culture of knowledgeable, open-minded, critical thinkers that have a mutual respect for all cultures.

Action Step 1 5

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

Person Responsible

Barry Brown

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

Walk-throughs and referral data from specific departments and instructors

Person Responsible

Barry Brown

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

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

Person Responsible

Barry Brown

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

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.

G3. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards. 1

G077117

G3.B1 Lack of implementing writing, inquiry, collaboration, organization, reading, and Statement of Inquiry into each content areas. 2

B202011

G3.B1.S1 Implementing writing, collaboration, organization, reading, and Statement of Inquiry in each content area. 4

S213726

Strategy Rationale

IB and WICOR Strategies are universal best practices

Action Step 1 5

Literacy coache and IB Coordinator 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 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Unit Planners, 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 8/10/2016 to 5/31/2017

Evidence of Completion

PD Agenda and minutes; Lesson Plans, Unit Planners, 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 8/10/2016 to 5/31/2017

Evidence of Completion

PD Agenda and minutes; Lesson Plans, Unit planners, 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 8/10/2016 to 5/31/2017

Evidence of Completion

Walk-through data, instructional appraisals

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

JHMS Administration, Area 3 and Middle School Walk-through Team

Person Responsible

Barry Brown

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Walk-through data, instructional reviews, and appraisals

Person Responsible

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Administrative Team, Area 2 and district walk through data

G3.B2 Lack of differentiation based on student data that will allow for remediation and enrichment. 2

B202012

G3.B2.S1 Differentiate instruction based on student data that will allow for remediation and enrichment.

4

S213727

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

Evidence of Completion

Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

Person Responsible

Bernedette Green

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

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

Person Responsible

Barry Brown

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data will used as evidence.

G3.B3 Students are not consistently provided the opportunity to monitor their progress towards the learning goal through the use of scales. 2

B202013

G3.B3.S1 Providing opportunities for students to monitor their progress toward the learning targets through the use of scales. 4

S213728

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

Biweekly, from 8/10/2016 to 4/26/2017

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 G3.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 G3.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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2014					
G3.B3.S1.MA1 M260235	Administration, instructors, coaches, and department heads will monitor and support the fidelity of...	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
2015					
G3.B3.S1.MA1 M260234	Administration, instructor, coaches, and department heads will monitor and support the...	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
2016					
G3.B3.S1.A1 A266917	Student will monitor their progress towards the learning goal through the use of informal...	Brown, Barry	8/10/2016	interactive note book, assignment logs, end of class informal assessments, and whole review of assessment results.	4/26/2017 biweekly
G3.B1.S1.A2 A266912	Teachers receive professional development about, instructional shifts, standards, assessment, and...	Brown, Barry	8/10/2016	PD Agenda and minutes; Lesson Plans, Unit Planners, PLC Meeting forms, student work, and walk-through data.	5/31/2017 monthly
G2.B1.S1.MA1 M260228	Walk-throughs and referral data from specific departments and instructors	Brown, Barry	8/10/2016	Student walk-through data, classroom discipline referrals, and teacher student failure/referral rates	5/31/2017 monthly
G2.B1.S1.A1 A266910	Pre-school Profession development to establish school academic and behavior routines.	Brown, Barry	8/10/2016	Completed pre-school training, Walk-through data, classroom discipline referrals, ISM reports	5/31/2017 monthly
G3.B1.S1.MA1 M260230	Walk-through data, instructional reviews, and appraisals		8/10/2016	Administrative Team, Area 2 and district walk though data	5/31/2017 biweekly
G3.B1.S1.MA1 M260231	JHMS Administration, Area 3 and Middle School Walk-through Team	Brown, Barry	8/10/2016	Walk-through data, walk-through Feedback, and instructional appraisals	5/31/2017 weekly
G3.B1.S1.A1 A266911	Literacy coache and IB Coordinator are embedded into core content course for the purpose of...	Brown, Barry	8/10/2016	Lesson Plans, Unit Planners, PLC Meeting forms, student work, and walk-through data.	5/31/2017 weekly
G2.B1.S1.MA1 M260227	Administration and MTSS Team will review the data and devise a differentiate professional...	Brown, Barry	8/10/2016	Specific discipline referral data will be collected, consistent patterns of behavior will be reviewed, and professional development will be determined by collected data.	5/31/2017 biweekly
G3.B1.S1.A3 A266913	Teachers meet in Professional Learning Community (PLC) at least once per month to review student...	Brown, Barry	8/10/2016	PD Agenda and minutes; Lesson Plans, Unit planners, PLC Meeting forms, student work, and walk-through data.	5/31/2017 weekly
G3.MA1 M260236	Monitoring student data from classroom informal and formal assessments.	Brown, Barry	8/10/2016	Student performance on the formative an summative, district benchmark assessments, EOC Assessments.	5/31/2017 biweekly
G3.B2.S1.MA1 M260232	Administration, instructor, coaches, and department heads monitor and support the effectiveness of...	Brown, Barry	8/10/2016	Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data will used as evidence.	5/31/2017 biweekly
G3.B2.S1.MA1 M260233	Administration, instructor, coaches, and department heads will monitor the fidelity of the program.	Green, Bernedette	8/10/2016	Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data.	5/31/2017 biweekly
G3.B2.S1.A1 A266915	A formative assessment is completed at the end of a benchmark or standard; the data from the...	Green, Bernedette	8/10/2016	Formative assessment and benchmark assessment results.	5/31/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A2  A266916	ELA and reading teachers attend ongoing Core Connections Training to analyze student work from...	Brown, Barry	8/10/2016	Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data.	5/31/2017 biweekly
G2.MA1  M260229	Student discipline referrals, out of school suspensions, classroom student engagement, and student...	Brown, Barry	8/10/2016	The review of consistent patterns of teacher behavior will be the focus; along with the ongoing review and PD to align classroom behavior routines.	5/31/2017 every-3-weeks
G3.B1.S1.A4  A266914	Administrators monitor and support Principals will attend PLC meetings.	Brown, Barry	8/10/2016	Walk-through data, instructional appraisals	5/31/2017 biweekly
G1.MA1  M272632	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Brown, Barry	8/29/2016	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/25/2017 one-time
G1.B1.S1.MA1  M272631	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Brown, Barry	8/29/2016	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/25/2017 one-time
G1.B1.S1.MA1  M272630	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Brown, Barry	8/29/2016	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/25/2017 one-time
G1.B1.S1.A1  A276460	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Brown, Barry	8/29/2016	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/25/2017 one-time

V. Professional Development Opportunities

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

G2. Quality Instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently.

G2.B1 Instructional staff members are not consistently establishing academic and behavioral routines.

G2.B1.S1 Provide ongoing professional development to establish school-wide classroom procedures aligned to the IB Learner Profile 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

Monthly, from 8/10/2016 to 5/31/2017

G3. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards.

G3.B1 Lack of implementing writing, inquiry, collaboration, organization, reading, and Statement of Inquiry into each content areas.

G3.B1.S1 Implementing writing, collaboration, organization, reading, and Statement of Inquiry in each content area.

PD Opportunity 1

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

Facilitator

Literacy Coach/IB Coordinator

Participants

Instructional Staff

Schedule

Weekly, from 8/10/2016 to 5/31/2017

PD Opportunity 2

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

Facilitator

Pedagogical Leadership Team, Instructional Coaches, and TIF Staff Developer

Participants

Staff members

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G3.B2 Lack of differentiation based on student data that will allow for remediation and enrichment.

G3.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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)				\$0.00
2	G2.B1.S1.A1	Pre-school Profession development to establish school academic and behavior routines.				\$2,303.40
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	4061 - John Hopkins Middle School	Title I Part A		\$2,303.40
<i>Notes: Notes</i>						
3	G3.B1.S1.A1	Literacy coache and IB Coordinator are embedded into core content course for the purpose of implementing standard base lessons and differentiation for students based on data.				\$0.00
4	G3.B1.S1.A2	Teachers receive professional development about, instructional shifts, standards, assessment, and instructional methods.				\$9,213.60
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	4061 - John Hopkins Middle School	Title I Part A		\$9,213.60
<i>Notes: Notes</i>						
5	G3.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, and skill/strategy based groups to implement during core with students to support their success with complex text.				\$0.00
6	G3.B1.S1.A4	Administrators monitor and support Principals will attend PLC meetings.				\$0.00
7	G3.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.				\$0.00
8	G3.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.				\$0.00
9	G3.B3.S1.A1	Student will monitor their progress towards the learning goal through the use of informal assessments strategies.				\$0.00
					Total:	\$11,517.00