# Executive Summary: John Hopkins Middle School

## School Improvement Plan for 2017-18

John Hopkins Middle  School has 733 students grades 6-8th, three administrators, 40 teachers, and 4 staff members.  The mission of **John Hopkins Middle School is to prepare students for life through International Studies, visual and performing arts.**  John Hopkins Middle has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

### School Celebrations

A review of our most recent school achievement data has given us reasons to celebrate and build upon as a school.  Those improvements include:

1.) Our school improved to a C school for the first time in three years.
2.) Our school improved its FSA math proficiency by two percent.
3.) Our school improved it FSA ELA proficiency by five percentage points

### Primary Goals

To accomplish our mission, Hometown has the following primary goals (please provide 5-10 goals).

1) Increase Reading scores to 50% of students reaching proficiency levels for each student subgroup;
2) Increase Mathematics scores to 50% of students reaching proficiency levels for each student subgroup;
3) Increase Science scores to 50% of students reaching proficiency levels for each student subgroup;
4) Close the achievement gap in ELA between black and non-black students by 40 percent.
5) Reduce the number and percent of discipline incidents for each student subgroup by 50%.
6) Increase our number of parent involvement events that are "tied to student learning" by 50%.

### Key Strategies:

The core instructional and monitoring strategies included in our action plans are:
- Use a uniform MTSS (Multi-Tiered Systems of Support) that meets weekly to examine student academic and behavioral progress and commit resources to classes and students where the greatest challenges are found.
- Providing in-class modeling and standards-based exemplars to help students self-assess their progress toward the standard through coaching cycles.
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using research-based strategies in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols);
- Utilizing project-based learning in appropriate settings ( once the team has advanced the planning for instruction aspects of teaching and learning;
- Conducting data chats with students to support students with goal-setting based on data;
- Utilizing scales and rubrics aligned to a learning goal to assess and inform instruction.

### Professional Development

The professional development efforts include the use of the yearlong Marzano Framework with an emphasis on goal setting and scale development, the use of our literacy team to train and guide teachers in differentiating and scaffolding instruction and having teachers meet in Professional Learning Communities (PLC's) to conduct data chats regularly to review student responses and work samples to inform instruction.

We will conduct professional development both during PLC times, faculty meetings and and asynchronous through Data Wise with HarvardX.

### Parent and Community Engagement

Parent engagement efforts are a challenge for our school as many parents work during the school.  As a strategy to increase volunteer hours, the school is hosting periodic evening meetings .