

Pinellas County Schools

John Hopkins Middle School



2017-18 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 | No | % |
| 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
Grade

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for John Hopkins Middle School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Southwest - Jim Browder | - N/A |

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 prepares students to be relevant in the 21 century and compete locally, nationally and internationally.

2. School Environment

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

The first week of school is 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 while building school culture.

John Hopkins Middle School Administration and Instructional Staff will meet monthly in Grade Level Meetings to ensure staff members are aware of specific students within their grade level. The leadership team will focus on MTSS processes to focus on each student who are experiencing academic and/ or behavioral concerns each week. The data outputs will be provided to grade level administrators for ongoing processes during their grade level meeting. 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. The process will

be grounded in MTSS processes done in the collaborative process.

- Each teacher will be given a copy of the discipline matrix for reference and for posting in their classrooms for all to see. Teachers will be required to turn in weekly MTSS charts for academic and behavioral concerns. This will provide the leadership team the necessary data to address student concerns as well as provide classroom support.
- School will implement a school wide emphasis on school 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 MTSS and 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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.

Students who have other social barriers communicated to the MTSS team in conjunction with the previous risk factors.

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/416927>.

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|---------------------|
| Jackson, Dallas | Principal |
| Chiles, Elizabeth | Assistant Principal |
| Jeff, Mills | Assistant Principal |
| | 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 |
| Aria Garling | Parent |
| Maureen McDole | Parent |
| Amber Evensen Dreer | Parent |
| TOnya Smart | Parent |
| Manual Sykes | Student |
| | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 |
| | 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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 collaborative 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 interdisciplinary collaborative planning time. Provide MTSS coach as well as academic/ content area coach for ongoing support and mentoring.

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. Every Monday or first day of the week the coaches will be assigned classes to provide coaching cycles to based on MTSS data provided from teachers the previous Friday. The MTSS data will include academic performance of ALL students in each class and will provide leadership with timely data to commit coaching team to assist in improving curriculum delivery and student performance.

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.
4. Students will be provided lunch and learn opportunities for students to focus on FSA content areas. PBIS rewards will be provided for students who participate in the sessions each week.
5. Students not progressing successfully in classes will have opportunities for reteaching sessions during lunch periods.

Strategy Rationale

Student below proficiency require differentiate academic opportunities to reach proficiency. The focus on improving student progress on FSA performance will be an all year focus.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jackson, Dallas, jacksonda@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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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. 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 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** JHMS will close the achievement gap by increasing the performance of African American students by 40% over 2017 school year performance.

- G2.** 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.

- G3.** Quality Instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently.

- G4.** 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. JHMS will close the achievement gap by increasing the performance of African American students by 40% over 2017 school year performance. 1a

G090062

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| FSA ELA Achievement - Black/African American | 40.0 |
| FSA Math Achievement - Black/African American | 40.0 |

Targeted Barriers to Achieving the Goal 3

- The barriers for achieving this goal is the mind set of teachers as well as student's perception of success.

Resources Available to Help Reduce or Eliminate the Barriers 2

- We will focus on Bridging the Gap goals and objectives and professional development to shift the mindset of teachers and students.

Plan to Monitor Progress Toward G1. 8

Using strategies in the Bridging the Gap plan, we will provide PD and monitoring of culturally responsive teaching.

Person Responsible

Dallas Jackson

Schedule

On 5/24/2018

Evidence of Completion

Increased performance on ALL assessments, district and FSA. Failure rate will be 80% less and discipline rates less than 50% of 2017.

G2. 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**

G089133

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 Help Reduce or Eliminate the Barriers **2**

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

Plan to Monitor Progress Toward G2. **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

Dallas Jackson

Schedule

On 5/24/2018

Evidence of Completion

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

G3. Quality Instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently. 1a

G089134

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 Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Dallas Jackson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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.

G4. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards. 1a

G089135

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 50.0 |
| FAA Writing Proficiency | 50.0 |
| FSA Mathematics Achievement | 50.0 |
| FSA ELA Achievement | 50.0 |

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 Help Reduce or Eliminate the Barriers 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 G4. 8

Monitoring student data from classroom informal and formal assessments.

Person Responsible

Dallas Jackson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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. JHMS will close the achievement gap by increasing the performance of African American students by 40% over 2017 school year performance. **1**

 G090062

G1.B1 The barriers for achieving this goal is the mind set of teachers as well as student's perception of success. **2**

 B240317

G1.B1.S1 Provide professional development relating to culturally responsive training each month during faculty meetings. **4**

 S253303

Strategy Rationale

With 50% of the teachers being new to JHMS as well as 20% new to education, ongoing laser focus on cultural nuances and how this impacts pedagogy will improve practice.

Action Step 1 **5**

We will provide culturally responsive training through book studies and faculty activities to increase teacher capacity in teaching students.

Person Responsible

Elizabeth Chiles

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Faculty training materials, sign in sheets, deliverables in lesson plans and student products or projects.

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

Teachers will be required to sign in and it may be a part of their deliberate practice under Marzano.

Person Responsible

Mills Jeff

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. 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

G089133

G2.B1 Lack of staff participation to complete assessment modules and develop an action plan for improvement. 2

B237307

G2.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

S249984

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

Dallas Jackson

Schedule

On 5/24/2018

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 G2.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

Dallas Jackson

Schedule

On 5/24/2018

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 G2.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

Dallas Jackson

Schedule

On 5/24/2018

Evidence of Completion

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

G3. Quality Instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently. 1

G089134

G3.B1 Instructional staff members are not consistently establishing academic and behavioral routines. 2

B237308

G3.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

S249985

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

Dallas Jackson

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

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

Walk-throughs and referral data from specific departments and instructors

Person Responsible

Dallas Jackson

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Weekly MTSS data will be reviewed and used to plan each instructional coaching and leadership week.

Plan to Monitor Effectiveness of Implementation of G3.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

Dallas Jackson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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.

G4. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards. 1

G089135

G4.B1 Lack of implementing writing, inquiry, collaboration, organization, reading, and Statement of Inquiry into each content areas. 2

B237310

G4.B1.S1 Implementing writing, collaboration, organization, reading, and Statement of Inquiry in each content area. 4

S249986

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

Dallas Jackson

Schedule

Weekly, from 8/21/2017 to 5/24/2018

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

Dallas Jackson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

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

Dallas Jackson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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

Dallas Jackson

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk-through data, instructional appraisals

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

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

Person Responsible

Dallas Jackson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Walk-through data, instructional reviews, and appraisals

Person Responsible

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion


Administrative Team, Area 2 and district walk through data

G4.B2 Lack of differentiation based on student data that will allow for remediation and enrichment. 2

 B237311

G4.B2.S1 Differentiate instruction based on student data that will allow for remediation and enrichment.

4

 S249987

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

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

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

Dallas Jackson

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

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

Person Responsible

Elizabeth Chiles

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

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

Person Responsible

Dallas Jackson


Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

G4.B3 Students are not consistently provided the opportunity to monitor their progress towards the learning goal through the use of scales. **2**

 B237312

G4.B3.S1 Providing opportunities for students to monitor their progress toward the learning targets through the use of scales. **4**

 S249988

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

Dallas Jackson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

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 G4.B3.S1 **6**

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

Person Responsible

Dallas Jackson

Schedule

Weekly, from 7/31/2017 to 5/24/2018

Evidence of Completion

Administrative team will plan, assign and monitor MTSS action plan for academic and behavior interventions.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

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

Person Responsible

Dallas Jackson

Schedule

Weekly, from 7/28/2017 to 5/24/2018

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 |
|-------------------------|--|-----------------|-------------------------------|---|----------------------|
| 2018 | | | | | |
| G1.B1.S1.MA1 M350903 | [no content entered] | | No Start Date | | No End Date one-time |
| G4.B1.S1.MA1 M341396 | Walk-through data, instructional reviews, and appraisals | | 8/21/2017 | Administrative Team, Area 2 and district walk through data | 5/24/2018 biweekly |
| G3.MA1 M341395 | Student discipline referrals, out of school suspensions, classroom student engagement, and student... | Jackson, Dallas | 8/10/2017 | The review of consistent patterns of teacher behavior will be the focus; along with the ongoing review and PD to align classroom behavior routines. | 5/24/2018 weekly |
| G4.MA1 M341402 | Monitoring student data from classroom informal and formal assessments. | Jackson, Dallas | 8/10/2017 | Student performance on the formative an summative, district benchmark assessments, EOC Assessments. | 5/24/2018 weekly |
| G2.B1.S1.MA1 M341390 | The Healthy School Team will review all assessment items to determine the most feasible item(s) to... | Jackson, Dallas | 8/10/2017 | Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program. | 5/24/2018 one-time |
| G2.B1.S1.MA1 M341391 | The Healthy School Team will review all assessment items to determine the most feasible item(s) to... | Jackson, Dallas | 8/10/2017 | Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program. | 5/24/2018 one-time |
| G2.B1.S1.A1 A326300 | The Healthy School Team will review all assessment items to determine the most feasible item(s) to... | Jackson, Dallas | 8/10/2017 | Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program. | 5/24/2018 one-time |
| G3.B1.S1.MA1 M341393 | Administration and MTSS Team will review the data and devise a differentiate professional... | Jackson, Dallas | 8/10/2017 | Specific discipline referral data will be collected, consistent patterns of behavior will be reviewed, and professional development will be determined by collected data. | 5/24/2018 weekly |
| G1.B1.S1.MA1 M348892 | Teachers will be required to sign in and it may be a part of their deliberate practice under... | Jeff, Mills | 8/10/2017 | | 5/24/2018 monthly |
| G1.MA1 M350824 | Using strategies in the Bridging the Gap plan, we will provide PD and monitoring of culturally... | Jackson, Dallas | 7/31/2017 | Increased performance on ALL assessments, district and FSA. Failure rate will be 80% less and discipline rates less than 50% of 2017. | 5/24/2018 one-time |
| G2.MA1 M341392 | The Healthy School Team will review all assessment items to determine the most feasible item(s) to... | Jackson, Dallas | 8/10/2017 | Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program. | 5/24/2018 one-time |
| G4.B1.S1.MA1 M341397 | JHMS Administration, Area 3 and Middle School Walk-through Team | Jackson, Dallas | 8/10/2017 | Walk-through data, walk-through Feedback, and instructional appraisals | 5/24/2018 weekly |
| G4.B1.S1.A1 A326302 | Literacy coach and IB Coordinator are embedded into core content course for the purpose of... | Jackson, Dallas | 8/21/2017 | Lesson Plans, Unit Planners, PLC Meeting forms, student work, and walk-through data. | 5/24/2018 weekly |
| G4.B3.S1.MA1 M341401 | Administration, instructors, coaches, and department heads will monitor and support the fidelity of... | Jackson, Dallas | 7/31/2017 | Administrative team will plan, assign and monitor MTSS action plan for academic and behavior interventions. | 5/24/2018 weekly |
| G4.B1.S1.A3 A326304 | Teachers meet in Professional Learning Community (PLC) at least once per month to review student... | Jackson, Dallas | 8/10/2017 | PD Agenda and minutes; Lesson Plans, Unit planners, PLC Meeting forms, student work, and walk-through data. | 5/24/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|-------------------|-------------------------------|--|-----------------------|
| G4.B1.S1.A4 A326305 | Administrators monitor and support Principals will attend PLC meetings. | Jackson, Dallas | 8/10/2017 | Walk-through data, instructional appraisals | 5/24/2018 biweekly |
| G4.B2.S1.MA1 M341398 | Administration, instructor, coaches, and department heads monitor and support the effectiveness of... | Jackson, Dallas | 8/10/2017 | Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data will be used as evidence. | 5/24/2018 biweekly |
| G4.B2.S1.MA1 M341399 | Administration, instructor, coaches, and department heads will monitor the fidelity of the program. | Chiles, Elizabeth | 8/10/2017 | Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data. | 5/24/2018 biweekly |
| G4.B2.S1.A1 A326306 | A formative assessment is completed at the end of a benchmark or standard; the data from the... | | 8/10/2017 | Formative assessment and benchmark assessment results. | 5/24/2018 biweekly |
| G4.B2.S1.A2 A326307 | ELA and reading teachers attend ongoing Core Connections Training to analyze student work from... | Jackson, Dallas | 8/10/2017 | Formative assessment, benchmark assessment results, lesson plans, PLC minutes, and walk-through data. | 5/24/2018 biweekly |
| G4.B3.S1.MA1 M341400 | Administration, instructor, coaches, and department heads will monitor and support the... | Jackson, Dallas | 7/28/2017 | Compiling examples of artifacts from every department. Administrative Walkthroughs/ coaches observations, plc discussions, data chats, and district walk-throughs. | 5/24/2018 weekly |
| G4.B1.S1.A2 A326303 | Teachers receive professional development about, instructional shifts, standards, assessment, and... | Jackson, Dallas | 8/10/2017 | PD Agenda and minutes; Lesson Plans, Unit Planners, PLC Meeting forms, student work, and walk-through data. | 5/25/2018 monthly |
| G4.B3.S1.A1 A326308 | Student will monitor their progress towards the learning goal through the use of informal... | Jackson, Dallas | 8/10/2017 | interactive note book, assignment logs, end of class informal assessments, and whole review of assessment results. | 5/25/2018 monthly |
| G3.B1.S1.A1 A326301 | Pre-school Profession development to establish school academic and behavior routines. | Jackson, Dallas | 8/14/2017 | Completed pre-school training, Walk-through data, classroom discipline referrals, ISM reports | 5/25/2018 monthly |
| G1.B1.S1.A1 A331695 | We will provide culturally responsive training through book studies and faculty activities to... | Chiles, Elizabeth | 8/10/2017 | Faculty training materials, sign in sheets, deliverables in lesson plans and student products or projects. | 5/25/2018 monthly |
| G3.B1.S1.MA1 M341394 | Walk-throughs and referral data from specific departments and instructors | Jackson, Dallas | 8/10/2017 | Weekly MTSS data will be reviewed and used to plan each instructional coaching and leadership week. | 5/30/2018 weekly |

V. Professional Development Opportunities

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

G1. JHMS will close the achievement gap by increasing the performance of African American students by 40% over 2017 school year performance.

G1.B1 The barriers for achieving this goal is the mind set of teachers as well as student's perception of success.

G1.B1.S1 Provide professional development relating to culturally responsive training each month during faculty meetings.

PD Opportunity 1

We will provide culturally responsive training through book studies and faculty activities to increase teacher capacity in teaching students.

Facilitator

Administrative Team, instructional coaches, district teaching and learning team

Participants

JHMS teachers

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G3. Quality Instruction increases student achievement when classroom behavioral expectations are clearly defined, implemented, and monitored consistently.

G3.B1 Instructional staff members are not consistently establishing academic and behavioral routines.

G3.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 8/14/2017 to 5/25/2018

G4. Quality instruction increases student achievement when effective, rigorous academic strategies are planned consistently and aligned to grade level standards.

G4.B1 Lack of implementing writing, inquiry, collaboration, organization, reading, and Statement of Inquiry into each content areas.

G4.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 8/21/2017 to 5/24/2018

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 8/10/2017 to 5/25/2018

G4.B2 Lack of differentiation based on student data that will allow for remediation and enrichment.

G4.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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

G4.B3 Students are not consistently provided the opportunity to monitor their progress towards the learning goal through the use of scales.

G4.B3.S1 Providing opportunities for students to monitor their progress toward the learning targets through the use of scales.

PD Opportunity 1

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

Facilitator

IB coordinator/ Magnet administrator

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---------------------|-------------|--|-----------------------------------|-----------------|---------------|--------------------|
| 1 | G1.B1.S1.A1 | We will provide culturally responsive training through book studies and faculty activities to increase teacher capacity in teaching students. | | | | \$0.00 |
| 2 | G2.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 |
| 3 | G3.B1.S1.A1 | Pre-school Profession development to establish school academic and behavior routines. | | | | \$2,303.40 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 130-Other Certified Instructional Personnel | 4061 - John Hopkins Middle School | Title I, Part A | | \$2,303.40 |
| <i>Notes: Notes</i> | | | | | | |
| 4 | G4.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 |
| 5 | G4.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 | 2017-18 |
| | 6400 | 120-Classroom Teachers | 4061 - John Hopkins Middle School | Title I, Part A | | \$9,213.60 |
| <i>Notes: Notes</i> | | | | | | |
| 6 | G4.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 |
| 7 | G4.B1.S1.A4 | Administrators monitor and support Principals will attend PLC meetings. | | | | \$0.00 |
| 8 | G4.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 |
| 9 | G4.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 |
| 10 | G4.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 |