

Pinellas County Schools

# JOHN HOPKINS MIDDLE SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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To prepare all students for success in college, career, and life by supporting each other to be creative, critical thinkers in a global society.

### Provide the school's vision statement

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The G.E.M. of the South: Growing through Educational Experiences, Making goals attainable.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Brittnee Scott

scottbrit@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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To oversee and monitor the entire school program including instructional design and implementation, operations, finance, and safety / security / culture; oversees and monitors the fidelity of implementation of ELA and Reading initiatives to maximize teacher effectiveness and highest student outcomes.

#### Leadership Team Member #2

##### Employee's Name

Jacqueline Collis

collisj@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Oversees and monitors the fidelity of implementation of instructional initiatives in our Social Studies (Civics) classes; develops the school-wide assessment schedule to optimize conditions for assessment; develops and designs the school master schedule to maximize teacher effectiveness and highest student achievement.

**Leadership Team Member #3**

**Employee's Name**

John Frascatore

frascatorej@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Oversees and monitors the fidelity of implementation of the school's initiatives around climate and culture (including PBIS and restorative practices); oversees and monitors the fidelity of implementation of science initiatives to maximize teacher effectiveness and highest student outcomes and monitors the fidelity of implementation and responsiveness to safety and security drills and protocols.

**Leadership Team Member #4**

**Employee's Name**

Kimberly Vongsyprasom

vongsyprasomk@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Oversees and monitors the fidelity of implementation of instructional initiatives of mathematics instruction to maximize teacher effectiveness and highest student outcomes; recruits and retains students to ensure the integrity of a prosperous performing arts, visual arts, journalism, and Center for Gifted Studies magnet at Hopkins Middle School.

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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The School Improvement Plan development and approval process is a collaboration between various school stakeholders, including the principal, assistant principal, teacher leaders and input from the School Advisory Council (SAC) Chair.

SAC is presented with the plan to ask questions, support through School Improvement funds, and ultimately approve. Quarterly, throughout the school year, the SAC is updated on progress related to the SIP goals - commendations and areas of growth.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The School Improvement Plan is a living document and is reviewed and amended as needed; determined by student data (FAST progress monitoring; district assessment data) and teacher implementation data (ex: effective implementation of professional development). Action steps may be amended or added based on data analyzed.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>96.5%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B</b> <b>2023-24: C</b> <b>2022-23: C</b> <b>2021-22: C</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							313	229	268	810
Absent 10% or more school days							86	69	81	236
One or more suspensions							42	32	54	128
Course failure in English Language Arts (ELA)							6	9	15	30
Course failure in Math							10	8	19	37
Level 1 on statewide ELA assessment							53	53	52	158
Level 1 on statewide Math assessment							49	41	58	148
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							45	57	77	179

#### Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	2	3	5
Students retained two or more times							3	4	0	7



**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							95	80	90	265
One or more suspensions							29	51	54	134
Course failure in English Language Arts (ELA)							13	13	12	38
Course failure in Math							19	36	29	84
Level 1 on statewide ELA assessment							64	73	76	213
Level 1 on statewide Math assessment							67	52	70	189
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							60	63	80	203

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							9	9	4	22
Students retained two or more times							6	10	11	27

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	60	58	48	55	53	38	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	54	59	59	49	58	56			
ELA Lowest 25th Percentile	48	52	52	36	53	50			
Math Achievement*	54	65	63	50	61	60	44	58	56
Math Learning Gains	52	60	62	56	61	62			
Math Lowest 25th Percentile	45	59	57	53	59	60			
Science Achievement	59	59	54	41	52	51	28	48	49
Social Studies Achievement*	75	79	73	58	75	70	50	69	68
Graduation Rate									
Middle School Acceleration	83	84	77	73	80	74	79	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	49	53		44	49	35	38	40	

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	521
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	52%	49%	47%	31%		47%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	6	6
English Language Learners	64%	No		
Asian Students	88%	No		
Black/African American Students	39%	Yes	6	
Hispanic Students	67%	No		
Multiracial Students	64%	No		
White Students	73%	No		
Economically Disadvantaged Students	49%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	51%		54%	48%	54%	52%	45%	59%	75%	83%			
Students With Disabilities	11%		33%	42%	18%	34%	36%	14%	35%				
English Language Learners	50%		72%	64%	47%	63%			90%				
Asian Students	91%		90%		82%								
Black/African American Students	18%		39%	45%	25%	40%	44%	25%	59%	53%			
Hispanic Students	64%		64%	56%	66%	56%	50%	73%	89%	87%			
Multiracial Students	71%		61%		61%	49%		72%	72%				
White Students	78%		66%	54%	79%	64%	53%	88%	89%	89%			
Economically Disadvantaged Students	36%		48%	48%	39%	44%	42%	41%	69%	74%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	48%		49%	36%	50%	56%	53%	41%	58%	73%			
Students With Disabilities	9%		27%	32%	15%	42%	47%	3%	18%				
English Language Learners	48%		73%		43%	64%							
Asian Students	83%		92%		73%	60%							
Black/African American Students	21%		36%	34%	25%	45%	53%	19%	27%	55%			
Hispanic Students	62%		61%	56%	58%	59%	71%	60%	57%	75%			
Multiracial Students	72%		61%		65%	57%		69%					
White Students	72%		57%	35%	75%	66%	46%	71%	92%	83%			
Economically Disadvantaged Students	35%		42%	35%	38%	52%	54%	30%	44%	66%			



2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	38%				44%			28%	50%	79%			35%
Students With Disabilities	9%				18%			10%	11%				
English Language Learners	27%				38%			25%	30%				56%
Asian Students	53%				64%								
Black/African American Students	15%				23%			12%	32%	61%			
Hispanic Students	45%				46%			35%	65%				50%
Multiracial Students	68%				46%				75%				
White Students	69%				77%			58%	78%	97%			
Economically Disadvantaged Students	26%				34%			21%	39%	70%			54%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	56%	61%	-5%	60%	-4%
ELA	7	56%	59%	-3%	57%	-1%
ELA	8	47%	59%	-12%	55%	-8%
Math	6	55%	63%	-8%	60%	-5%
Math	7	13%	33%	-20%	50%	-37%
Math	8	58%	64%	-6%	57%	1%
Science	8	63%	58%	5%	49%	14%
Civics		79%	78%	1%	71%	8%
Algebra		81%	59%	22%	54%	27%
Geometry		92%	53%	39%	54%	38%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

\* data suppressed due to fewer than 10 students or all tested students scoring the same.

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

---

Science and Social Studies achievement demonstrated the greatest improvement in the 24/25 school year (SS +17%, Sci +18%). Actions that contributed to this success included placing some of our strongest teachers in both Civics and 8th-grade Science. Both teams met weekly in PLCs to plan common lessons and activities, analyze data, and develop remediation/re-teach plans to implement during rotation stations. Spiral review was conducted in both areas to review prior knowledge.

##### **Lowest Performance**

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

---

Our Math Learning Gains L25 cell was our lowest performing cell. Math Learning Gains L25 decreased from 53% to 45%. During the 24-25 school year, our Math department had 9 different teaching changes due to resignations. The lack of a consistent teacher for many scholars had a negative impact on their learning and gains made.

##### **Greatest Decline**

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

---

Our Math cells, across the board, had the largest decline. (Math ACH -4%, Math LG -4% and Math LG L25 -8%) The biggest contributing factor was the large turnover of Math personnel. We had 4 teachers resign mid-year which caused our remaining teachers to take on additional teaching preps or change teaching assignments completely. We were able to hire two new teachers mid-year, but this was still a disruption to a consistent learning environment for a majority of our Math scholars.

##### **Greatest Gap**

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

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The cell with the greatest gap when compared to the state average is Math Learning Gains for L25 scholars. The state showed 57% and John Hopkins was 45%. As previously stated above, our greatest contributing factor was turnover of Math personnel. All cells in Math showed the greatest

gap compared to the state average (Math ACH 9% lower and Math LG 10% lower).

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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1. Level 1 on statewide ELA assessment; reducing the total number of students in this achievement level.
2. Level 1 on statewide Math assessment; reducing the total number of students in this achievement level.

### **Highest Priorities**

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

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1. Increasing the percentage of L25 Math students achieving a learning gain.
2. Increasing the percentage of L25 ELA students achieving a learning gain.
3. Increasing the percentage of all Math students achieving a learning gain.
4. Increasing the percentage of all students achieving proficiency in ELA.
5. Increasing the percentage of all students achieving proficiency in Math.

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Instructional Practice, specifically related to benchmark-aligned instruction, will focus on supporting teachers within the specific content areas of ELA in planning to the depth of the standard, thereby increasing rigor for all students. Benchmark-based data (including FAST PM 1 and PM2 assessment data, common unit assessments, cycle assessments, classroom walkthrough data, etc.) collected from the 2024-25 school year showed students performing below grade level in ELA with a lack of consistency in student tasks planned to the depth of the state adopted standards. Students are not provided with consistent opportunities to think, and teachers have limited effective teaching methods to support and sustain effective learning. Collectively, we must strengthen our teachers' capacity to offer benchmark-aligned instruction with rigor and implement a school-wide planning protocol for intentional planning to meet the depth of the standards.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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We will raise the percentage of ELA students showing proficiency from 52% (PM3 24-25) to 60% and To measure the effectiveness of increased scholar engagement, we will increase proficiency in ELA from 51% to 60%,

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Common planning PLCs will be attended by administration to observe planning and ensure school-wide planning protocols are being followed. This protocol will include pre-work, meeting tasks, focus,

and post-work reflection to drive next steps and rich discussion for continuity of lessons. PLC minutes will be collected and analyzed for fidelity of implementation during classroom visits. Campus-wide strategies for student engagement, differentiated lessons, data tracking, higher-order questioning and cultural relevancy will be provided through professional development and school-wide committees. Content-focused and school-wide professional development attendance sheets will be collected and monitored for fidelity of implementation of strategies shared during PD. School-wide instructional walks will occur to formally and informally observe individual teacher, departmental, and school-wide trends regarding instructional practice. Results of instructional walks will be shared with faculty - commendations and areas for growth.

**Person responsible for monitoring outcome**

Brittnee Scott, Kimberly Vongsyprasom

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Our administrative team and coaches will lead and supervise lesson planning during our weekly PLC meetings. ELA will have additional Tier II support in an additional planning session weekly. Our administration will work closely with the ELA Coach to conduct walkthroughs and ensure teachers are using lesson plans created during PLC in the classroom and the depth of the standard is being met. Immediate feedback will be given to teachers after walkthroughs. Data chats will be conducted with all scholars to set independent goals to move scholars toward achieving gains in learning.

**Rationale:**

Intentional planning with Transformation Zone coaches will ensure teachers are planning to the depth of the standard. Our scholars need to be able to do more than simply recall information previously learned. We need our teachers to help scholars better comprehend concepts, make connections to their learning, justify their thinking, and organize their thoughts at higher depths of complexity.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Teachers will use Costa's Level of Questioning to increase the rigor of questioning related to student tasks.

**Rationale:**

Students must be challenged more than recalling basic information on content (Level 1-type questions). More exposure to Level 2 and 3-type questions will require our students to think beyond the concepts or principles they have learned and to connect their learning, synthesize and develop reasonable conclusions. In doing so, students will be more familiar with FAST-style questioning and be more confident in working through more challenging questions posed.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Build capacity of instructional staff.

**Person Monitoring:**

Brittnee Scott, Jacqueline Collis, John Frascatore,  
Kimberly Vongsyprasom

**By When/Frequency:**

The process for building teacher capacity will begin in August 2025 and will continue throughout the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA and Math coaches, respectively, will facilitate common planning PLCs and work with teachers to establish a protocol in which teachers will "do the work" first. The purpose of this strategy is for the teachers to gauge the complexity level of the benchmarks being taught as well as identify concepts which will possibly confuse students. They will build the lesson and create appropriate scaffolds to move all students to or past proficiency. Administrators will attend the PLCs and will conduct classroom walkthroughs to monitor lesson implementation and strategies and will provide written feedback to teachers regarding commendations and opportunities for growth.

**Action Step #2**

Analyzing student data

**Person Monitoring:**

Brittnee Scott, Jacqueline Collis, John Frascatore,  
Kimberly Vongsyprasom

**By When/Frequency:**

By October 2025, teachers will be able to provide student work samples for discussion, analysis, and feedback while in PLCs.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implement Student Work Protocol within the PLC process - During PLCs, teachers will reach a consensus on a common benchmark-aligned task that will be given to students to monitor progress towards mastery - Teachers will collect student work and bring to PLC and analyze and sort student work based on the established criteria - Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation - Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc. - Administration and instructional coaches will collect student work and trends.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Black/African American Students (BLK)**

### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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ESSA subgroup focused on instructional practices specifically related to Black/African American students will focus on supporting teachers with research-based practices that follow culturally relevant teaching practices and socio-emotional practices within the specific content areas of ELA, Math, Science, and Social Studies to reduce academic achievement gaps between black and non-black students. FAST PM3 assessment data showed a 33% gap in ELA achievement between black students and the school. FAST PM3 assessment data showed a 29% gap in Math between black students and the school. There is a 46% gap in ELA achievement between black students (18%) and the next lowest subgroup, Hispanic students (64%). There is a 36% gap in math achievement between black students (25%) and the next lowest subgroup, Multiracial students (61%). Black students are not provided with consistent opportunities to be engaged with benchmark-aligned tasks, and a large percentage of teachers have limited effective teaching methods to support learning for black students.

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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In the 2024-25 school year, only 16% of black scholars achieved at or above proficiency on the PM2 for ELA and only 11% of black scholars achieved at or above proficiency on the PM2 for Math. By the end of Progress Monitoring 2, FAST PM2 results will show that at least 25% of Black students demonstrate growth in ELA and at least 30% in Math.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Common planning PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices. In content-area PLCs, opportunities for analyzing black students' work samples and providing feedback for commendations and opportunities for improvement will be provided. PLC minutes will indicate where work samples were analyzed and offered feedback. Classroom walkthroughs (CWTs) will show evidence of culturally responsive teaching practices being implemented in individual teacher classrooms.

### **Person responsible for monitoring outcome**

Brittnee Scott, Jacqueline Collis, John Frascatore, Kimberly Vongsyprasom



**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

As a school-wide initiative, culturally responsive teaching resources will be used to promote higher engagement and allow students of color, particularly black students, to make better connections with content to increase understanding and benchmark mastery.

**Rationale:**

As a school in which the majority of our student body is made up of black students, it is imperative that we continue to move more towards and past proficiency. While we will continue using high impact strategies to support teaching and learning, we will also focus on intentional culturally responsive teaching practices to move our students. By doing so, our teachers can create classroom practices that leverage our students' cultures and backgrounds, while holding them to high expectations, and increasing their confidence and competence.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Build capacity of instructional staff (Culturally Responsive Teaching)

**Person Monitoring:**

Brittnee Scott, Jacqueline Collis, John Frascatore,  
Kimberly Vongsyprasom

**By When/Frequency:**

The process for building teacher capacity will begin in August 2025 and will occur throughout the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional staff will be provided professional development around culturally responsive teaching strategies (incorporating diverse literature, using personal narratives, and encouraging flexible seating arrangements). The leadership team will conduct classroom walkthroughs to collect data on the implementation of CRT and provide written feedback to teachers on commendations and opportunities for growth. The leadership team will use Classroom walkthrough data to tier teachers according to data collected and the criteria of supports needed. Administration will monitor coaching plans for teachers in need of support.

**Action Step #2**

Build capacity of instructional staff (Culturally responsive classroom management)

**Person Monitoring:**

Brittnee Scott, Principal

**By When/Frequency:**

The process for building teacher capacity will begin in August 2025 and will continue throughout

the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional staff will be provided professional development on the "Ready to Learn" process that our school implements as a progressive teacher intervention protocol. - Referral data will be monitored and sorted by who writes the referral, when the referral was written, what the infraction was for, and the frequency of referrals written by the reporter. - Administration will conduct classroom walkthroughs to observe how teachers utilize effective classroom management strategies to make all students feel safe and supported (welcoming classroom environment; opportunities for all cultures to be represented within the classroom; addressing students individually by their name; opportunities for student voice) while offering feedback to teachers about commendations and opportunities for growth. - Allowing teachers the opportunity to observe other teachers on campus who do a good job offering culturally responsive classroom management strategies.

**Action Step #3**

Analyzing student data

**Person Monitoring:**

Brittnee Scott; Jacqueline Collis; John Frascatore; Kimberly Vongsyprasom

**By When/Frequency:**

The process for analyzing student data will begin in August 2025, and will continue throughout the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student progress monitoring data will be analyzed from a school-wide perspective and will be analyzed by subgroup to identify trends to address. - Data sharing and analysis will occur during PLC meetings, SBLT meetings to identify trends and opportunities for intervention. - Data sets analyzed will include FAST progress monitoring data, district unit assessment data, and report card grades. - Interventions within the classroom will be implemented based on benchmarks students performed the worst on (through rotations, bell work, and/or exit tickets). - Intervention pull-out groups (J-Hop Heroes) will be formed based on students who are in the lowest quartile, as determined by the FAST PM2 assessment for both ELA and math. This will begin after PM2.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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ESSA subgroup focused on instructional practices specifically related to students with disabilities (SWD) will focus on supporting teachers with research-based practices that follow culturally relevant teaching practices and socio-emotional practices, utilizing high impact strategies within the specific content areas of ELA, Math, Science, and Social Studies to reduce academic achievement gaps between ESE and non-ESE students. FAST PM3 data revealed a 40% gap in ELA and a 34% gap in Math between ESE and non-ESE students. These gaps are largely due to inconsistent access to

grade-level, benchmark-aligned tasks and limited use of effective instructional strategies for ESE students

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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By the end of Progress Monitoring 2, at least 15% of ESE students will perform at or above grade level in ELA and at least 10% in Math, as measured by the FAST PM2 assessment. In 2024–25, only 11% reached proficiency in ELA and 7% in Math.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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ESE Support Facilitators, if their schedule permits, will be required to attend content-area common planning PLCs. Common planning will be attended by administration to observe planning and professional development being provided to improve teaching practices. In content-areas PLCs, opportunities for analyzing ESE students' work samples and providing feedback for commendations and opportunities for improvement will be provided. PLC minutes will indicate where work samples were analyzed and offered feedback. CWTs will show evidence of culturally responsive teaching practices being implemented in individual teacher classrooms. Administration will converse with ESE Support Facilitators on how they are assisting the scholars they support (meeting goals and supporting their learning of the on-grade level content) and suggest strategies to move the scholars towards proficiency (if the students' data is stagnant or declining).

### **Person responsible for monitoring outcome**

Brittnee Scott, John Frascatore, Jacqueline Collis, Kimberly Vongsyprasom

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

As a school-wide initiative, teachers will provide differentiated lessons and utilize culturally responsive teaching strategies (incorporating diverse literature, using personal narratives, and encouraging flexible seating arrangements) to promote higher engagement and allow students with disabilities to make better connections with content to increase understanding and benchmark mastery.

### **Rationale:**

John Hopkins Middle School has not met the minimum percentage of the federal index for Students with Disabilities. This is a subgroup of students that we must continue to move more towards and past proficiency. We will continue using differentiation strategies to support teaching and learning, as

well as focus on the implementation of culturally responsive teaching practices to move our students. By doing so, our teachers can create classroom practices that leverage our students' cultures and backgrounds, while holding them to high expectations, and increasing their confidence and competence.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Build capacity of instructional staff (Lesson planning)

**Person Monitoring:**

Brittnee Scott, Jacqueline Collis, John Frascatore,  
Kimberly Vongsyprasom

**By When/Frequency:**

The process for building teacher capacity will begin in August 2025, and will occur throughout the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA and Math coaches, respectively, will facilitate common planning PLCs and work with teachers to establish a protocol in which teachers will "do the work" first. The purpose of this strategy is for the teachers to gauge the complexity level of the benchmarks being taught as well as identify concepts which will possibly confuse students. They will build the lesson and create appropriate scaffolds to move all students to or past proficiency. Administrators will attend the PLCs and will conduct classroom walkthroughs to monitor lesson implementation and strategies and will provide written feedback to teachers regarding commendations and opportunities for growth.

**Action Step #2**

Analyzing student data

**Person Monitoring:**

Brittnee Scott, Jacqueline Collis, John Frascatore,  
Kimberly Vongsyprasom

**By When/Frequency:**

The process for analyzing student data will begin in August 2025, and will continue throughout the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ESE student data sets, including district unit assessments, FAST progress monitoring assessments, and report card grades will be reviewed by the leadership to identify trends. - Trends will be communicated to teachers collectively and individually, including ESE support Facilitators. - Opportunities to provide intervention will be developed, in addition to Specifically Designed Instruction. Implement Student Work Protocol within the PLC process - During PLCs, teachers will reach a consensus on a common benchmark-aligned task that will be given to students to monitor progress towards mastery - Teachers will collect student work and bring to PLC and analyze and sort student work based on the established criteria - Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.

**Action Step #3**

Build capacity of instructional staff (understanding ESE Disabilities)

**Person Monitoring:**

Brittnee Scott, Jacqueline Collis, John Frascatore,  
Kimberly Vongsyprasom

**By When/Frequency:**

Professional development will be offered by the end of October 2025; monitoring of this action step will occur throughout the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide instructional staff with a professional development opportunity to learn about ESE, clarify that ESE doesn't necessarily mean students are behavior issues, how teachers can support student success through understanding how to provide IEP accommodations, and the importance of providing teacher planning notes for IEP meetings. The ESE Team will communicate to school administration who was in attendance to this required school-embedded PD opportunity, and feedback of teachers not attending or providing planning notes for required IEP meetings.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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We will increase scholar engagement in Math through active learning strategies where scholars engage in rich discussion and activities, utilize group work, and problem-solving tasks. This will be a key component to the lesson planning done within the department and intentionally embedding the critical thinking opportunities to increase student engagement. This will help to foster curiosity and critical thinking by encouraging scholars to ask questions and explore topics in depth. We will provide more access to higher-order questioning (opportunities to think).

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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To measure the effectiveness of increased scholar engagement, increase proficiency in Math from 54% to 63% and we will decrease discipline referral rates in both black and non-black scholars by 30%. Math students will show an increase from 55% proficient (PM3 24-25) to 63% by the end of the 2025-26 school year. The 2024-25 school year, black scholars received 841 discipline referrals and non-black scholars received 204 discipline referrals.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

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Scholar engagement will be monitored through classroom walkthroughs by coaches and Administration to observe the use of ALDs (achievement level descriptors) within the classroom as a teaching tool, teacher-provided question stems for answering higher-order questions (opportunities to think), and observing scholars in collaborative work structure to encourage discussion. Administration will attend PLCs to ensure ALDs, questions stems and opportunities to think are being intentionally planned for with in their lessons. Discipline referral data will be monitored by the MTSS coordinator and the Behavior Specialist.

**Person responsible for monitoring outcome**

Brittnee Scott, Kim Vongsyprasom, John Frascatore, Jacqueline Collis, Adam Klaskow and TBD (MTSS)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Our administrative team and coaches will lead and supervise lesson planning during our weekly PLC meetings. Math will have additional Tier II support in an additional planning session weekly. Our administration will work closely with the Math Coach to conduct walkthroughs and ensure teachers are using lesson plans created during PLC in the classroom and the depth of the standard is being met. Immediate feedback will be given to teachers after walkthroughs. Data chats will be conducted with all scholars to set independent goals to move scholars toward achieving gains in learning. Teachers will intentionally structure the classroom to support student growth and independence. Instruction will emphasize the following: 1. Growth Mindset Culture: Mistakes will be normalized as essential to the learning process, helping students develop resilience and a willingness to take academic risks. 2. Student Autonomy: Opportunities will be provided for students to make choices in their reading and learning processes, promoting self-determination and ownership over their academic progress. 3. Strategic Feedback: Ongoing, formative feedback will focus on the effectiveness of students' reading strategies. Teachers will guide students in evaluating how these strategies work across various tasks and support them in adapting approaches to meet different reading demands.

**Rationale:**

When students are given the opportunity to set their own goals, they are more likely to be actively engaged in the learning process. Encouraging students to reflect on how they learn, what they excel at, and where they need growth fosters greater self-awareness. As students develop a clearer understanding of themselves as learners, they build confidence and become more capable of setting meaningful, achievable goals that drive their academic progress. Through the use of the ALDs (achievement level descriptors), scholars will better understand what they need to know to be proficient.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

Instead of focusing solely on punishment, Administration and staff will prioritize dialogue, understanding, and collaborative problem-solving to help reduce discipline referrals.

#### **Person Monitoring:**

Brittnee Scott, John Frascatore, Kim Vongsyprasom, Jacqueline Collis

#### **By When/Frequency:**

The process will begin in August 2025 and will continue throughout the school year.

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Interventions to decrease discipline referrals will include but are not limited to: \*classroom management plans created by each teacher and used with fidelity \*a reintegration process for all scholars returning from IC (intervention center), OSS (out of school suspension) and ABS (alternative bell schedule) --Restorative Practices \*the use of behavior reflection sheets during time out of class \*no contact agreements between scholars \*counselor-guided mediation \*counselor-led groups for scholars struggling with attendance/anxiety/chronic misbehavior/etc

#### **Action Step #2**

We will increase scholar engagement by providing several options for students to be able to respond, offer flexible seating options. These tools support focus, reduce restlessness, and create a more inclusive, student-centered learning environment that encourages active participation and comfort

#### **Person Monitoring:**

Brittnee Scott, John Frascatore, Jacqueline Collis, Kimberly Vongsyprasom

#### **By When/Frequency:**

Process will begin in October 2025 and continue through the school year.

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To increase student engagement, The school team will participate in targeted professional development sessions to learn strategies for effectively integrating these tools into daily instruction and classroom routines. teachers will be trained to provide students a plethora of sources of responding the questions within the classroom, students will have the option of providing flexible seating. The school will monitor the impact through regular classroom walkthroughs, student engagement/ teacher feedback opportunities, and teacher feedback. Data collected will help assess changes in student participation, behavior, and on-task time. Adjustments to seating and engagement strategies will be made based on findings to ensure effectiveness.

### **Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Science**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

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Our goal for the 25-26 school year in Science is to continuously create an inclusive and equitable learning environment in science classrooms by implementing differentiated instruction through well-planned, standards-aligned lessons and ensuring our teachers are engaging in ongoing professional learning opportunities that support diverse student needs and also prepares students for the continuity embedded in the Science curriculum from 6th through 8th grade.

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Our student are currently meeting proficiency in Science as displayed on the Science SSA taken in the spring 24-25 assessment. Our goal to maintain this trajectory and have the students perform at a 62% for the 25-26 school year . Through differentiated instruction and common planning.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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1. Classroom Observations and Identify specific lookfors during the walks.

- Evidence of differentiated instruction (varied tasks, groupings, student choice).
- Culturally responsive materials and inclusive classroom discussions.
- Student engagement across diverse groups.

2. Feedback cycles: Use observation rubrics aligned to instructional goals, followed by actionable feedback and coaching.

### **Person responsible for monitoring outcome**

John Frascatore(AP), Brittnee Scott(Principal)

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

1. Through the common planning opportunities the teachers, administrator and Science coach will lesson plan for Differentiation to meet the needs of each student to ensure proficiency on the SSA. 2. Scaffolding of the the text as a daily practice to prepare students for the final assessment, while also using performance matters as a resource to gauge performance on each benchmark allowing the team to intervene early . 3. Students will utilize Penda as a resource to reiterate lesson delivery. 5. Interactive notebooks serve as a guide for and bank of resources for the school year.

### **Rationale:**



1. Lesson Planning: Design and deliver science lessons that incorporate scaffolded supports, and culturally responsive practices to meet the diverse learning styles and readiness levels of all students. Differentiation: 2. Use formative assessments to inform instruction and provide tiered assignments, flexible grouping, and varied instructional strategies that promote access and success for every student. 3. Identify and address barriers to participation and achievement, ensuring that all students, especially those from historically marginalized groups, have equitable access to hands-on investigations, STEM experiences, and collaborative learning. Professional Growth: 4. Actively participate in science-focused professional development and collaborative planning sessions to share best practices and refine strategies for equitable and differentiated instruction.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Use of formative and Summative assessments

**Person Monitoring:**

John Frascatore

**By When/Frequency:**

Monthly by Benchmark with Science team

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

By monitoring the formative and summative assessments the team will be able to gauge student performance by standard and be able to identify early warning signs in order to provide interventions for support to ensure student success of the SSA assessment.

**Area of Focus #6**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Our goal for the 25-26 school year is to enhance student engagement and understanding in social studies by providing real-world learning experiences and implementing differentiated instruction through purposeful, well-planned lessons, supported by ongoing professional learning

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Our students showed great growth for the 24-25 school year in the area of Social Studies on the Civics EOC(End of course assessment). Our goal for the 25-26 school year is 79% in the area of Civics. Through the use of ALDS(achievement level descriptors) to plan and identify misconceptions ahead of lesson delivery to best prepare teachers to guide students through the rigorous lesson and are equipped our teachers will be well equipped to handle misconceptions which will be crucial to closing the achievement gap.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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1. Student Engagement & Understanding will increase through teachers and administration analyzing formative assessments. teacher will use exit tickets, quick writes, concept maps, and discussion prompts to regularly assess student understanding .Classroom Observations: Administrative team has weekly informal walkthrough goals using a site based rubric to look for engagement and instructional strategy checklist.

2. Differentiated Instruction: Teachers will use student Progress Data from performance matters and mini assessments to gauge student intervention needs by benchmark. Civics teachers and Administrator will analyze assessment data (pre/post-tests, benchmark tests) to ensure all learners are making progress. Team will plan for Individual learning needs ensuring they are tracking student performance to close the achievement gap.

3. Ongoing Professional Learning will continue to build the toolbox of our educators and strengthen their knowledge in curriculum while also encouraging teachers to document progress, challenges, and adjustments made in instruction as a reflection .

### **Person responsible for monitoring outcome**

Kimberly Vongsyprasom ( AP) and Brittnee Scott (Principal)

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

1. Through the common planning opportunities the teachers, administrator will lesson plan for Differentiation to meet the needs of each student to ensure proficiency on the Civics End of Course assessment . 2. Scaffolding of the the text as a daily practice to prepare students for the final assessment, while also using performance matters as a resource to gauge performance on each benchmark allowing the team to intervene early . 3.Students will utilize IXL(Civics) as a resource to

reiterate lesson delivery. 5. Interactive notebooks serve as a guide for and bank of resources for the school year.

**Rationale:**

Lesson Planning: Design and deliver lessons that incorporate scaffolded supports, and culturally responsive practices to meet the diverse learning styles and readiness levels of all students.  
Differentiation: 2. Use formative assessments to inform instruction and provide tiered assignments, flexible grouping, and varied instructional strategies that promote access and success for every student.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Bi-Weekly Data chats

**Person Monitoring:**

Kimberly Vongsyprasom

**By When/Frequency:**

Bi-weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

By conducting Bi-weekly data chats this allows the team to be proactive when creating intervention groups ahead of the EOC in order to ensure student proficiency of 79%

## **IV. Positive Learning Environment**

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**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

There is a district-wide expectation that schools have a Positive Behavior Interventions and Supports (PBIS) system in place to recognize and acknowledge positive behaviors in and around campus while simultaneously reduce the frequency of negative behaviors. Infractions that result in students receiving an Office Discipline Referral (ODR) removed from their classroom ultimately reduces that child's opportunity to master critical information being taught. In reflecting on the total number of behavior incidents that resulted in ODRs being written, we had a decrease from the 2023-24 school year (1243 ODR) to the 2024-25 school year (1045 ODRs).

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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By the end of semester 1 of the 2025-26 school year, we expect to see a 10% decrease in the number of Office discipline Referrals as compared to the same time window from the 2024-25 school year.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Office Discipline Referral data will be reviewed regularly during SBLT and MTSS meetings to determine trends (behaviors that are being exhibited more frequently, a time of day the ODRs are being written, specific locations, etc.) and identify specific behaviors to target for a reduction in the frequency. Data will also be collected and shared to show the number and percentage of students invited to monthly school-wide PBIS events each month to encourage greater participation for each month's activity.

**Person responsible for monitoring outcome**

Brittnee Scott, Adam Klaskow, John Frascatore, MTSS (to be determined)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

PBIS incentives will include school-wide PBIS Rewards program to be utilized by all staff members, school-wide PBIS events for students with no detentions or referrals, and Trojan PRIDE positive referrals. The use of a school-wide discipline progression system that all teachers utilize (Ready to Learn). The use of restorative practices both between students and between adults and students to foster positive relationships and mutual trust.

**Rationale:**

By providing opportunities to catch scholars doing good and acknowledging them, rather than just enforcing punitive consequences, will yield a higher frequency of positive behavioral outcomes and continue to change the school climate, which will continue to shape our campus culture in a positive way. The PBIS Rewards platform allows teachers and staff to easily recognize all scholars for meeting behavior expectations from any electronic device. Teachers are able to recognize any scholar on campus, not just scholars in their classroom.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Build capacity of instructional and support staff (Positive Interventions and Support)

**Person Monitoring:**

Brittnee Scott, John Frascatore, Adam Klaskow,  
MTSS (to be determined)

**By When/Frequency:**

Staff will be trained in effective use of PBIS by  
October 2024; booster PD sessions offered  
throughout the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff will be trained on PBIS Rewards program and provided strategies for supporting the school's Trojan PRIDE Guidelines for Success through PBIS. Teachers will also be provided with Trojan PRIDE referrals and encouraged to use them if they catch students exhibiting one or more Trojan PRIDE expectations. Administration will monitor staff attendance for the training and will collect data on the number of ODRs written by each teacher, the reason for the ODRs, as well as if the teacher is utilizing the RTL process to fidelity, which includes making parent/guardian contact after a child is removed from their class due to behavior concerns.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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The dissemination of the School Improvement Plan (SIP) and Title I School-wide Plan (SWP) to stakeholders includes the following:

- SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.
- Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed At parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.
- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.
- School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience.

<https://www.pcsb.org/hopkins-ms>

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep

parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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1. Quarterly, we will host parent engagement nights to discuss (School-wide initiatives, expectations, FAST data, ways the community can help)
2. PTSA/SAC monthly meetings, as well as Booster committees
3. Family engagement opportunities throughout the school year.
5. School Website (<https://www.pcsb.org/hopkins-ms>)

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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John Hopkins has worked diligently on the Master schedule to ensure our students are placed with the best educators who have the expertise to meet the needs of each student. In addition, we will build the capacity of our educators and strengthen the Academic focus through our instructional priorities and ensure this is a continuous way of way in weekly planning sessions with the Administrator and Academic coaches to plan to the depth of the standard an differentiating within the lesson, while also ensuring best practices in the classroom included rigorous, planned questions to meet the needs of all students as well as an increase in student engagement. In addition, The school based MTSS Coach has been budgeted to support the framework by facilitating or modeling the components of MTSS. In which she will provide opportunities to practice problem-solving skills, provide collaborative / performance feedback to staff, develop coaching activities based on PD feedback, implementation fidelity, and student outcomes.

The Multi-Tiered System of Supports (MTSS) aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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John Hopkins Middle School has partnered with Girls Inc., Big Brothers & Sisters, Suncoast, and Shirley Proctor Foundation this school year. Wrap around services are a cornerstone for leveraging academic services are a cornerstones for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key advantages of community partnerships in providing wraparound services is access to a diverse range of resources and expertise.

John Hopkins Middle School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

John Hopkins Middle School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

John Hopkins Middle School will take advantage of any support provided by the district in regards professional learning.



## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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N/A

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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N/A

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based **MTSS coach** is used to support the framework by facilitating or modeling the

components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff..

The **Title I Support Assistant** is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports with documentATIon relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

**Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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N/A

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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N/A

## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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N/A

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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N/A

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00