

Pinellas County Schools

John Hopkins Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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John Hopkins Middle School

701 16TH ST S, St Petersburg, FL 33705

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

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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.

Use Trojan PRIDE for 100% student success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jones, Carlmon	Principal	To oversee and monitor the entire school program including instructional design and implementation, operations, finance, and safety / security / culture; oversees and and monitors the fidelity of implementation of mathematics instruction and related initiatives to maximize teacher effectiveness and highest student outcomes.
Collis, Jacqueline	Assistant Principal	Oversees and monitors the fidelity of implementation of ELA and Reading initiatives; 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 .
Frascatore, John	Assistant Principal	Oversees and monitors the fidelity of implementation of the school's initiatives around climate and culture (including PBIS and restorative practices); oversees and 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.
Vongsyprasom, Kimberly	Assistant Principal	Oversees and monitors the fidelity of implementation of instructional initiatives in our Social Studies (Civics) classes 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.

Stakeholder Involvement and SIP Development

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. (ESSA 1114(b)(2))

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

The School-based Leadership Team collaboratively developed the school improvement goals that focus on instructional practice using WICOR strategies, closing achievement gaps, and improving school climate and culture, as well as the action steps to support achievement of each goal. The SIP was presented to the community through SAC meetings to get input and approval.

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’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored on a recurring basis using the most recent progress monitoring data, district formative assessment data, and evidence of teacher implementation of instructional strategies provided through professional development. Action steps may shift based on what the checkpoint data provides related to teacher implementation and student outcomes.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	63	71	43	177
One or more suspensions	0	0	0	0	0	0	12	38	20	70
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	4	1	8
Course failure in Math	0	0	0	0	0	0	11	6	6	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	135	123	100	358
Level 1 on statewide Math assessment	0	0	0	0	0	0	130	120	91	341
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	38	8	2	48

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	0	0	0	0	0	0	155	190	145	490

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	4	4	8
Students retained two or more times	0	0	0	0	0	0	0	0	2	2

Prior Year (2022-23) As Initially 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 days	0	0	0	0	0	0	134	90	92	316
One or more suspensions	0	0	0	0	0	0	18	174	146	338
Course failure in ELA	0	0	0	0	0	0	24	21	18	63
Course failure in Math	0	0	0	0	0	0	56	14	22	92
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	14	69	54	137

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	5	17	25
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	0	0	0	0	0	134	90	92	316
One or more suspensions	0	0	0	0	0	0	18	174	146	338
Course failure in ELA	0	0	0	0	0	0	24	21	18	63
Course failure in Math	0	0	0	0	0	0	56	14	22	92
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	14	69	54	137

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	5	17	25
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that 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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	49	49	32	46	50	25		
ELA Learning Gains				43			28		
ELA Lowest 25th Percentile				36			23		
Math Achievement*	44	58	56	35	30	36	23		
Math Learning Gains				59			28		
Math Lowest 25th Percentile				65			35		
Science Achievement*	28	48	49	29	52	53	33		
Social Studies Achievement*	50	69	68	44	52	58	44		
Middle School Acceleration	79	77	73	90	44	49	61		
Graduation Rate					45	49			
College and Career Acceleration					66	70			
ELP Progress	56	38	40	38	72	76	10		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 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%
SWD	12	Yes	4	4
ELL	35	Yes	1	
AMI				
ASN	59			
BLK	29	Yes	4	1
HSP	48			
MUL	63			
PAC				
WHT	76			

2022-23 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%
FRL	41			

2021-22 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%
SWD	28	Yes	3	3
ELL	50			
AMI				
ASN	63			
BLK	37	Yes	3	
HSP	50			
MUL	57			
PAC				
WHT	71			
FRL	42			

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. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			44			28	50	79			56
SWD	9			18			10	11			4	
ELL	27			38			25	30			5	56
AMI												
ASN	53			64							2	
BLK	15			23			12	32	61		5	
HSP	45			46			35	65			5	50
MUL	68			46				75			3	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	69			77			58	78	97		5	
FRL	26			34			21	39	70		6	54

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	32	43	36	35	59	65	29	44	90			38
SWD	8	27	22	11	53	65	8	26				
ELL	17	57		36	71	80						38
AMI												
ASN	47	57		63	85							
BLK	16	33	30	19	52	61	15	32	75			
HSP	43	58		47	62		45	45				
MUL	58	55		46	74		46	62				
PAC												
WHT	61	60		66	70		66	76	100			
FRL	22	38	37	26	55	66	19	39	81			36

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	25	28	23	23	28	35	33	44	61			10
SWD	6	14	11	5	27	44	14	20				
ELL	30	26		20	16							10
AMI												
ASN	62	42		43	15							
BLK	11	20	21	10	22	34	13	33	50			
HSP	35	45	36	38	40		32	53				
MUL	45	51		35	29		53					
PAC												
WHT	51	39		47	43	54	66	68	64			
FRL	16	24	22	15	24	36	24	37	61			

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	41%	48%	-7%	47%	-6%
08	2023 - Spring	31%	47%	-16%	47%	-16%
06	2023 - Spring	45%	47%	-2%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	58%	-6%	54%	-2%
07	2023 - Spring	23%	36%	-13%	48%	-25%
08	2023 - Spring	46%	61%	-15%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	47%	-17%	44%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	53%	40%	50%	43%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	68%	-12%	66%	-10%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on SSA Science data, Science demonstrated the greatest need for improvement, as we increased the percentage of students performing at satisfactory or greater on this assessment by 1%, as compared to the previous school year. Contributing factors to this performance included a general lack of teacher buy-in with resources provided to help remediate standards students performed low on based on district formative assessments, and the effective instruction of standards to the appropriate depth of complexity.

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

The data component that showed the greatest decline from last year would be the overall acceleration cell, which includes the percentage of students passing the high school end of course Algebra and Geometry assessments. While we had a very high percentage of students pass the EOC this year, our school took hits in the number of students successfully passing industry certification exams. Factors resulting in our school taking a hit on the the pass rate on industry certification exams is not understanding when we should assess students to gauge their potential for success on those certification exams.

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.

Based on SSA Science data, Science demonstrated the greatest gap, as we decreased by one percentage point of the students performing at satisfactory or greater on this assessment, as compared to the previous school year. Contributing factors to this performance included a general lack of teacher buy-in with resources provided to help remediate standards students performed low on based on district formative assessments, and the effective instruction of standards to the appropriate depth of complexity.

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

Our school's Civics data demonstrated the greatest improvement as compared to the previous school year, with an 11% increase. Factors that contributed to this increase included keeping our lead Civics teacher teaching this subject for consecutive years and her getting more acclimated with the curriculum, as well as a change in teaching assignment after the first three weeks of school to place a stronger teacher in Civics. Also, the fact that both Civics teachers co-planned together and and increased opportunities for students to better engage and interact with the content to make relevant connections to learning.

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

Areas of concern related to student performance on the FAST assessments are our black and ESE students. As determined by the PM3 FAST ELA assessment, 90% of our ESE students scored at a level 1 or level 2 and 76% of our black students scored at a level 1 or level 2 on the same test.

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

1. Build our teachers' instructional capacity to enhance student learning experiences.
2. Increase learning opportunities for all of our students, specifically black and ESE students.
3. Make learning fun, interesting, and relevant for our students.

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional Practice specifically related to standards-aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content areas of ELA, Math, Science, and Social Studies.

Standards-based data (including FAST PM 1 and PM2 assessment data, common unit assessments, cycle assessments, classroom walkthrough data, etc.) collected from the 2022-23 school year showed students performing below grade level in ELA, Math, Science, and Civics, with a lack of consistency in student tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support and sustain effective learning.

Based on the 2022-23 FAST data, incoming students' projected proficiency is as follows: 50% are walking onto our campus as proficient, as determined by the PM3 ELA assessment, and 48% of students are proficient, as determined by the PM3 Math assessment. To keep these students performing at or above these projections, we must strengthen our teachers' capacity of offering standards-aligned instruction using research-based AVID strategies.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By January 2024, evidence (observation or artifact) will support that teachers have received professional development and have implemented researched-based AVID strategies centered around focused notetaking and have implemented these strategies in their class a minimum of once per lesson.

By the completion of Progress Monitoring 2, student data in ELA will show 40% of students performing at or above proficiency.

By the completion of Progress Monitoring 2, student data in Math will show 40% of students performing at or above proficiency.

By the completion of semester 1 cycle assessments in 8th grade Science will show 30% of students performing at or above proficiency.

By the completion of semester 1 cycle assessments in Civics will show 45% of students performing at or above proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common planning PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices. PLC minutes will be collected and analyzed for fidelity of implementation during classroom visits.

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 and strategy walks will occur to formally observe, from a macro-

perspective, 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:

Carlmon Jones (jonescarl@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As a school-wide initiative, focused-notetaking will be a strategy that will be used to promote student thinking and to move more students towards and past proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If students are able to do more than simply take notes for compliance and use the notes as a true tool for learning, they have a much better chance at retaining the information learned, revising their thinking during the teaching and learning process, and using this information to make connections and apply the learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Establish structures and Expectations for PLCs
 - Administrators and instructional coaches clearly communicate to teachers the way of work for PLCs.
 - > Teachers focus on understanding how to "do the work" up to the complexity level of the standard, identify potential misconceptions, and effectively scaffold instruction up to the complexity level of the standard.
 - By 8/10/23, content teams will collaboratively develop expectations for before, during and after PLCs
 - By 8/10/23, content teams will define roles and responsibilities of team (teachers, coaches, administration)
 - Administration will collect and monitor protocols, expectations, roles and responsibilities of PLCs
 - Administration will attend PLCs to monitor implementation.

Person Responsible: Carlmon Jones (jonescarl@pcsb.org)

By When: Structures and expectations of PLCs will be in place by 8/10/2023. The process of monitoring protocols and implementation of the PLCS framework will occur throughout the school year.

2. Building Capacity of Teachers

- The AVID Site Team will develop criteria to look for, specifically around the implementation of researched-based AVID instructional practices to support standards-aligned instruction.
- The leadership team will walk classrooms to collect data on implementation of instruction planned during the teaching and learning

process involving students.

- > Trend data will be communicated to teachers by administration
- > Individual feedback will be communicated to teachers by administration and coaches
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
- > Coaches will develop coaching plans for teachers based on specific criteria of support needed
- Administrators will monitor coaching plans for teachers

Person Responsible: Carlmon Jones (jonescarl@pcsb.org)

By When: The instructional "look-fors" walkthrough tool was developed and approved by the AVID Site Team on 7/20/23. CWTs will be on-going throughout the school year.

3. Analyzing Student Data

- Implement Student Work Protocol within the PLC process
- > During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
- > Teachers will collect student work and bring to PLC
- > Teacher will 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.
- + As a result of adjusting instructional practice, additional student work is collected
- Administration and Coaches will collect student work and trends.

Person Responsible: Carlmon Jones (jonescarl@pcsb.org)

By When: By October 2023, all teachers will be able to provide student work samples for discussion, analysis, and feedback while in PLCs.

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Standards-based data from the 2022-23 school year showed black students performing below grade level in ELA, Math, Science, and Civics. Black students are not provided with consistent opportunities to be successful with standards-aligned tasks, and a large percentage of teachers have limited effective teaching methods to support learning for black students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By January 2024, evidence (observation or artifact) will support that teachers have received professional development and have implemented researched-based AVID strategies centered around focused notetaking and have implemented these strategies in their class a minimum of once per lesson.

By the completion of Progress Monitoring 2, student data in ELA will show 25% of black students performing at or above proficiency.

By the completion of Progress Monitoring 2, student data in Math will show 25% of black students performing at or above proficiency.

By the completion of semester 1 cycle assessments in 8th grade Science will show 25% of black students performing at or above proficiency.

By the completion of semester 1 cycle assessments in Civics will show 30% of black students performing at or above proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common planning PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices; PLC minutes will be collected and analyzed for fidelity of implementation during classroom visits. 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 observe, from a macro-perspective, school-wide trends regarding instructional practice, and student engagement.

Person responsible for monitoring outcome:

Carlmon Jones (jonescarl@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As a school-wide initiative, focused-notetaking will be a strategy that will be used to promote student thinking and to move more students towards and past proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If students are able to do more than simply take notes for compliance and use the notes as a true tool for learning, they have a much better chance at retaining the information learned, revising their thinking during the teaching and learning process, and using this information to make connections and apply the learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Establish structures and Expectations for PLCs
 - Administrators and instructional coaches clearly communicate to teachers the way of work for PLCs.
 - > Teachers focus on understanding how to "do the work" up to the complexity level of the standard, identify potential misconceptions, and effectively scaffold instruction up to the complexity level of the standard.
 - By 8/10/23, content teams will collaboratively develop expectations for before, during and after PLCs
 - By 8/10/23, content teams will define roles and responsibilities of team (teachers, coaches, administration)
 - Administration will collect and monitor protocols, expectations, roles and responsibilities of PLCs
 - Administration will attend PLCs to monitor implementation.

Person Responsible: Carlmon Jones (jonescarl@pcsb.org)

By When: Structures and expectations of PLCs will be in place by 8/10/2023. The process of monitoring protocols and implementation of the PLCS framework will occur throughout the school year.

2. Building Capacity of Teachers

- The AVID Site Team will develop criteria to look for, specifically around the implementation of researched-based AVID instructional practices to support standards-aligned instruction.
- The leadership team will walk classrooms to collect data on implementation of instruction planned during the teaching and learning process involving students.
- > Trend data will be communicated to teachers by administration
- > Individual feedback will be communicated to teachers by administration and coaches
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
- > Coaches will develop coaching plans for teachers based on specific criteria of support needed
- Administrators will monitor coaching plans for teachers

Person Responsible: Carlmon Jones (jonescarl@pcsb.org)

By When: The instructional "look-fors" walkthrough tool was developed and approved by the AVID Site Team on 7/20/23. CWTs will be on-going throughout the school year.

3. Analyzing Student Data

- Implement Student Work Protocol within the PLC process
- > During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
- > Teachers will collect student work and bring to PLC
- > Teacher will 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.
- + As a result of adjusting instructional practice, additional student work is collected
- Administration and Coaches will collect student work and trends.

Person Responsible: Carlmon Jones (jonescarl@pcsb.org)

By When: By October 2023, all teachers will be able to provide student work samples for discussion, analysis, and feedback while in PLCs.

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA subgroup focused on instructional practices specifically related to Students with Disabilities (SWD) will focus on supporting teachers of record and Support Facilitators with research-based practices that follow culturally-relevant teaching practices, socio-emotional practices, and high fidelity of implementing Individual Education Plan accommodations for each individual SWD within the specific content areas of ELA, Math, Science, and Social Studies to reduce academic achievement gaps.

Standards-based data collected from the 2022-23 school year showed SWDs performing well below grade level in ELA, Math, Science, and Civics, with a lack of consistency in student tasks aligned to grade-appropriate standards. SWDs are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning or implementing accommodations to fidelity.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By January 2024, SWD data will show that, as a result of Specifically Designed Instruction, proficiency in ELA and Math will increase by a minimum of 10% as compared between fall and Winter formative assessment data (i.e. progress monitoring assessment data and district formative assessment data).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Content area PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices; PLC minutes will be collected and analyzed for fidelity of implementation during classroom visits. These PLCs should also be attended by the ESE Support Facilitator supporting that specific content area.

ESE Support Facilitator participation in content-focused and school-wide professional development will be monitored. Classroom walkthroughs will also include monitoring how support facilitators are implementing Specific Designed Instruction and how they are also supporting the ESE students with their on-grade level learning.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As a school-wide initiative, focused-notetaking will be a strategy that will be used to promote student thinking and to move more students towards and past proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If students are able to do more than simply take notes for compliance and use the notes as a true tool for learning, they have a much better chance at retaining the information learned, revising their thinking during the teaching and learning process, and using this information to make connections and apply the learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Establish structures and Expectations for PLCs

- Administrators and instructional coaches clearly communicate to general education and ESE teachers the way of work for PLCs.
- > Teachers focus on understanding how to "do the work" up to the complexity level of the standard, identify potential misconceptions, and effectively scaffold instruction up to the complexity level of the standard.
- By 8/10/23, content teams will collaboratively develop expectations for before, during and after PLCs
- By 8/10/23, content teams will define roles and responsibilities of team (teachers, coaches, administration)
- Administration will collect and monitor protocols, expectations, roles and responsibilities of PLCs
- Administration will attend PLCs to monitor implementation.

Person Responsible: Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

By When: Structures and expectations of PLCs will be in place by 8/10/2023. The process of monitoring protocols and implementation of the PLCS framework will occur throughout the school year.

2. Building Capacity of ESE Teachers

- The AVID Site Team will develop criteria to look for, specifically around the implementation of researched-based AVID instructional practices to support standards-aligned instruction.
- The leadership team will walk classrooms to collect data on implementation of instruction planned during the teaching and learning process involving students.
- > Trend data will be communicated to teachers by administration
- > Individual feedback will be communicated to teachers by administration and coaches
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
- > Coaches will develop coaching plans for teachers based on specific criteria of support needed
- Administrators will monitor coaching plans for teachers

Person Responsible: Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

By When: The instructional "look-fors" walkthrough tool was developed and approved by the AVID Site Team on 7/20/23. CWTs will be on-going throughout the school year.

3. Analyzing Student Data

- Implement Student Work Protocol within the PLC process
- > During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
- > Teachers will collect student work and bring to PLC

- > Teacher will 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.
- + As a result of adjusting instructional practice, additional student work is collected
- Administration and Coaches will collect student work and trends.

Person Responsible: Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

By When: By October 2023, all teachers will be able to provide student work samples for discussion, analysis, and feedback while in PLCs.

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of focus is to continue to improve our school's culture, climate, and environment so every staff member can feel safe and supported by the school.

Although 2022-23 school climate survey data shows teachers and non-classroom instructional staff members viewed our school as a positive environment, sixteen (16) instructional personnel are not returning for the 2023-24 school year. This equates to an approximate 25% teacher turnover. For our school to reach its fullest potential in moving all of our students forward academically and making desired learning gains, it is imperative that we recruit and retain the best and brightest teachers who will support all of our students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-24 school year, John Hopkins Middle School will increase its teacher retention rate by 15%, as compared to the end of the 2022-23 school year. If teaching staff leaves, it will not be because of factors that school administration has locus of control over.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will continually interview and recommend for hire the certified teacher(s) to fill any instructional vacancies throughout the school year. Vacancies and eligible candidates will be regularly monitored. For new and veteran teachers to our school, opportunities for teachers to voice their concerns, recommendations, and ideas will be offered through surveys and conversations (formal and informal). Staff retention will be monitored throughout the school year.

Person responsible for monitoring outcome:

Carlmon Jones (jonescarl@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention to support this goal is to continue to create a supportive school climate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing a positive school climate and supportive working environment can increase teacher retention. Aspects of teachers' working conditions that can always be improved on includes, but is not limited to: improved communication and understanding of processes, procedures, and traditions of the school; access to resources and technology to support teaching and learning in the classroom; opportunities to get engaged and involved in school committees or sports teams; and peer to peer collaboration.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Improving opportunities to recognize and celebrate teachers and staff
 - In addition to the "Keys to Our Success" staff recognition, the PBIS team will create a system to celebrate and recognize staff members monthly who demonstrate one or more of the PRIDE expectations in their work or in support of another staff member.

Person Responsible: John Frascatore (frascatorej@pcsb.org)

By When: By September 2023, the first staff-only recognition program to recognize faculty and staff for modeling one or more of the PRIDE expectations will occur.

2. Sustaining a new teacher support program for new teachers to teaching and new to John Hopkins Middle School.

- In addition to monthly new teacher meetings, the lead mentor will conduct weekly check-ins with new teachers to offer support and guidance to increase their understanding of the "John Hopkins way" and Pinellas County Schools way of work

Person Responsible: John Frascatore (frascatorej@pcsb.org)

By When: The New Teacher Support Program will be ongoing throughout the school year.

3. Have "stay conversations" with teachers.
 - Conversations will occur formally prior to the instructional transfer period and informally through conversation.
 - Administration will provide support structures for any teachers needing support in their position to the degree of intensity needed.

Person Responsible: Carlmon Jones (jonescarl@pcsb.org)

By When: By January 2024, all teachers will have had a minimum of one check-in to see how they can be best supported in hopes to retain them for next school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

The School Improvement Plan and its components will be disseminated through multiple means to include, but not be limited to the school website. The SIP will also be shared with the School Advisory Council for their input, recommendations, and approval. A one-pager of the SIP will be developed and shared to teachers, staff, parents, and community partners for an easy method of understanding what our initiatives are and how we plan to achieve those initiatives.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school always encourages families to get engaged through School Advisory Council, Parent-Teacher-Student Association. Meetings occur bi-monthly for approximately one-hour. In addition to these meetings, parents and community partners are encouraged to attend and participate in STEM Nights, Literacy Nights, Discovery Nights and other student showcase opportunities throughout the year offered on site.

For parents who want to be involved that cannot make meetings, virtual options are offered for school meetings and conferences.

Teachers are also encouraged to reach out to parents at the beginning of the school year to introduce themselves, as well as to get the most updated contact information from them to keep them abreast of happenings occurring in their classroom.

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 III of the SIP. (ESSA 1114(b)(7)ii)

Many students need more time than the allotted time within a class period to get the opportunities to extend and cement learning. Supplemental curriculum resources purchased through the Title 1 program and the use of school funds will be used to strengthen the academic program at John Hopkins Middle School before the school day begins, after the school day has ended, as well as during the school day through pull-out and push-in opportunities for targeted students.

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 ESSA, 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). (ESSA 1114(b)(5))

This plan is not developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, 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.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

John Hopkins Middle School offers a full-time Social Worker and a full-time Psychologist to support school-based mental health services for our students. In addition, two Violence Prevention Specialists are available to support students needing additional support and counseling regarding anger management and how to best channel their emotions during stressful situations. Our Family & Community Liaison works with community partners to establish mentoring services for students through a Lunch Pals-type program.

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. (ESSA 1114(b)(7)(iii)(II))

John Hopkins Middle School offers the AVID elective for students who are in the "academic middle" who demonstrate the potential to be academically challenged in accelerated coursework. AVID students are required to take a minimum number of advanced, accelerated, or honors classes - as determined by grade level - and receive the necessary supports to be successful in those classes.

As a school, John Hopkins Middle School is promoting a school-wide culture of college and career readiness through preparing students for the expectations of the next grade level and the expectations and various choice options of Pinellas County high schools.

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

John Hopkins Middle School uses a multi-tiered systems of support model through positive behavior interventions and support framework to prevent and address problem behavior. Through the design of the school program, it is expected that 80% of our students will be able to meet the desired effect of modeling appropriate behavior through reinforcement and recognition. For the students needing additional support, our Student Services team meets to discuss the students and provides tier 2 interventions to help support these students. For students needing the prescriptive supports, in collaboration with the students' parents, teachers, counselor, and administrator, a Positive Behavior Implementation Plan and/or Functional Behavior Assessment is conducted to provide needed supports for the students to be successful.

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. (ESSA 1114(b)(7)(iii)(IV))

Staff is provided multiple opportunities to grow in their professional craft while on campus. Professional development opportunities are provided during faculty PLCs, during content-specific PLCs, as well as "30-minute professional development offerings twice per month. Instructional coaches, as well as administration, provide additional teacher support for implementation. Teachers that use great instructional strategies are asked to open up their classroom for their peers to participate in "strategy walks" to see these strategies in action with students.

Teachers are also provided with the needed training needed to analyze their student data and learn how to use that data to make instructional decisions in their classes to differentiate instruction where needed .

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A