

Pinellas County Schools

JOHN HOPKINS MIDDLE SCHOOL



2026-27 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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

Focusing on the "Whole" child by building character, nurturing hearts, and inspiring minds

Provide the school's vision statement

Preparing every student for real-world success through college and career preparedness

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

To oversee and monitor the entire school program, including instructional design and implementation, operations, finance, and safety/security/culture; oversee and monitor the fidelity of implementation of Civics and Social studies to maximize teacher effectiveness and highest student outcomes.

Leadership Team Member #2

Employee's Name

James Wilbour

wilbourj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees and monitors the fidelity of implementation of instructional initiatives in ELA/Reading classes to maximize teacher effectiveness and highest student achievement. While also creating duty rosters and safety drill protocols to ensure students and staff know safety protocols in case of an emergency.

Leadership Team Member #3**Employee's Name**

Dwight Latimore

latimoredw@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees and monitors the fidelity of implementation of the school's initiatives around climate and culture (including PBIS and restorative practices); oversee and monitors the fidelity of implementation of math initiatives to maximize teacher effectiveness and highest student outcomes; and monitors the fidelity of implementation and responsiveness to initiatives.

Leadership Team Member #4**Employee's Name**

Ashley Fellows

fellowsa@pcsb.org

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Oversees and monitors the fidelity of implementation of instructional initiatives of science instruction to maximize teacher effectiveness and highest student outcomes; Creates the master schedule and state testing plans, while also recruiting and retaining students to ensure the integrity of a prosperous performing arts, visual arts, journalism, and Center for Gifted Studies magnet at John Hopkins Middle.

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.

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)).

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 analyze

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	81.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							278	239	220	737
Absent 10% or more school days							89	71	64	224
One or more suspensions							19	62	48	129
Course failure in English Language Arts (ELA)							7	17	8	32
Course failure in Math							9	13	12	34
Level 1 on statewide ELA assessment							26	51	48	125
Level 1 on statewide Math assessment							9	13	12	34
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 2026-27

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							34	55	51	140

Current Year 2026-27

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							3	0	2	5
Students retained two or more times						2	5	1	3	11

Prior Year (2025-26) 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	
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

Prior Year (2025-26) 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							45	57	77	179

Prior Year (2025-26) 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								2	3	5
Students retained two or more times							3	4		7

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	63	62	51	60	58	48	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	57	60	61	54	59	59	49	58	56
ELA Lowest 25th Percentile	40	51	53	48	52	52	36	53	50
Math Achievement*	54	65	65	54	65	63	50	61	60
Math Learning Gains	47	57	62	52	60	62	56	61	62
Math Lowest 25th Percentile	45	52	57	45	59	57	53	59	60
Science Achievement	62	60	57	59	59	54	41	52	51
Social Studies Achievement*	79	81	77	75	79	73	58	75	70
Graduation Rate									
Middle School Acceleration	86	84	82	83	84	77	73	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	530
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	58%	52%	49%	47%	31%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	31%	Yes	7	7
English Language Learners	43%	No		
Asian Students	90%	No		
Black/African American Students	40%	Yes	7	
Hispanic Students	64%	No		
Multiracial Students	71%	No		
White Students	73%	No		
Economically Disadvantaged Students	47%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%		57%	40%	54%	47%	45%	62%	79%	86%			
Students With Disabilities	22%		33%	30%	23%	34%	36%	20%	46%				
English Language Learners	48%		46%	25%	50%	44%	45%						
Asian Students	100%		83%		92%	83%							
Black/African American Students	29%		42%	38%	23%	30%	39%	30%	61%	67%			
Hispanic Students	69%		55%	43%	66%	52%	48%	68%	81%	92%			
Multiracial Students	69%		65%		63%	47%		65%	100%	89%			
White Students	83%		69%	46%	76%	61%	61%	82%	92%	88%			
Economically Disadvantaged Students	41%		46%	36%	34%	37%	44%	41%	63%	79%			
10/2026													

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%			

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	60%	64%	-4%	62%	-2%
ELA	7	56%	63%	-7%	62%	-6%
ELA	8	68%	62%	6%	60%	8%
Math	6	49%	63%	-14%	60%	-11%
Math	7	14%	24%	-10%	53%	-39%
Math	8	54%	62%	-8%	61%	-7%
Science	8	65%	59%	6%	52%	13%
Civics	7	93%	89%	4%	77%	16%
Civics	8	69%	59%	10%	75%	-6%
Algebra	7	100%	97%	3%	96%	4%
Algebra	8	80%	81%	-1%	84%	-4%
Geometry	8	100%	97%	3%	95%	5%

III. Planning for Improvement

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?

English Language Arts (ELA) demonstrated the greatest academic growth at John Hopkins Middle School during the 2025–2026 school year. Overall ELA proficiency increased by 8 % compared to the previous school year, reflecting the impact of intentional instructional practices, targeted interventions, and collaborative planning. Through consistent data analysis, small-group instruction, Extended Learning Program (ELP) opportunities, and focused Professional Learning Communities (PLCs), teachers strategically addressed student needs and monitored progress throughout the year. This significant increase highlights the dedication of our staff, the resilience of our students, and our collective commitment to ensuring every learner experiences academic success.

Lowest Performance

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

Mathematics Learning Gains represented our greatest area of opportunity during the 2025–2026 school year. Compared to the previous school year, overall learning gains in mathematics decreased by 6%. This decline highlights the need to strengthen our instructional systems to ensure students consistently demonstrate growth from one assessment cycle to the next. While teachers implemented targeted interventions and monitored student progress throughout the year, the data indicate a need for earlier identification of skill gaps, increased opportunities for standards-based small-group instruction, more frequent progress monitoring, and greater alignment between core instruction and intervention, while also being mindful that Math had the greatest hiring struggle across all content areas. Moving forward, John Hopkins Middle School will leverage this data to refine instructional practices, enhance collaborative planning, and provide timely, data-driven supports to accelerate student growth and improve mathematics learning gains for all students.

Greatest Decline

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

Mathematics represented John Hopkins Middle School's greatest area of need during the 2025–2026 school year. Proficiency, Learning gains, and our L25 experienced declines compared to the previous

school year, making mathematics the school's lowest-performing content area. While multiple instructional supports were implemented, staffing challenges and the timing of interventions significantly impacted student outcomes. Changes in staffing created inconsistencies in instructional delivery, and many of our targeted remediation efforts began later than desired, limiting the amount of time students had to close foundational learning gaps before state assessments.

Although data-driven small group instruction, Extended Learning Program (ELP) opportunities, and targeted remediation were implemented, the delayed start of intensive interventions reduced their overall impact. This experience reinforced the importance of identifying students in need of support early in the school year, ensuring stable staffing, and providing immediate, standards-aligned interventions to maximize student growth.

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.

Mathematics Learning Gains reflected the greatest performance gap between John Hopkins Middle School and the State of Florida during the 2025–2026 school year. With 47% this area fell furthest below the state average, identifying it as our most significant opportunity for improvement. This outcome was influenced by staffing challenges, inconsistent instructional continuity, and the delayed implementation of targeted remediation and intervention efforts.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

No Answer Entered

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.

Strengthen student achievement on ELA benchmarks by establishing a consistent system of formative assessment and ongoing progress monitoring that makes student thinking visible, informs instruction in real time and ensures timely support for all learners.

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.

ELA students showing proficiency will increase from 60% (PM3 25-26) to 65%.

ELA students earning learning gains will increase from 57%(PM3 25-26) to 62%

ELA L25 students' learning gains will increase from to 40% (PM3 25-26) to 50%

- Teachers continue to use formative assessments to guide instruction. To include but not limited to district provided embedded module assessments.
- Student thinking is regularly visible through writing, discussion and task- walkthrough data reflecting teachers not allowing students to opt out.
- Instruction is adjusted in real time based on student needs.
- Students demonstrate steady progress toward ELA benchmark mastery.
- Increased student ownership of learning through feedback and progress tracking is evident.

Monitoring

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

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. Implementing a new walkthrough tool (August 2026) to ensure that we are observing evidence of the measurable outcomes.

Person responsible for monitoring outcome

James Wilbour, Dominique Dudley, Brittnee Scott

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:

Through weekly collaborative planning, ELA teachers, administrators, and the ELA instructional coach will analyze FAST, district benchmark, common formative assessment, and progress-monitoring data to identify the specific needs of students with targeted support for students in the Lowest 25% (L25). Using this data, the team will collaboratively design differentiated, standards-aligned lessons that incorporate explicit instruction, scaffolded supports, strategic small-group instruction, higher-order questioning, appropriate wait time, and opportunities for collaborative discourse.

Rationale:

Formative assessment is one of the most powerful tools for improving student learning when it is used to inform instruction, not just measure it. Research demonstrates that when teachers consistently gather evidence of student understanding and adjust instruction accordingly, student achievement improves significantly. Effective formative assessment practices make learning visible. When students are asked to write, explain, discuss, or demonstrate their thinking, teachers gain immediate insight into what students understand and where misconceptions exist. This allows for timely, targeted responses that prevent small misunderstandings from becoming larger learning gaps. Ongoing progress monitoring solidifies learning. By revisiting key skills and tracking growth over time, teachers reinforce learning, support retention, and ensure that students are building toward mastery of ELA benchmarks. This process also helps students see their own progress, which increases motivation and ownership. Formative assessment also serves to stretch thinking. Well-designed checks for understanding go beyond recall and require students to explain, justify, and apply their knowledge. This aligns instruction to the rigor of grade-level standards and prepares students for the demands of benchmark assessments. Finally, the impact of formative assessment is amplified through collaborative professional practices. When teachers work together to analyze student data, identify trends, and plan next steps, they are better able to respond to student needs. Ongoing cycles of assessment, analysis, and instructional adjustment create a responsive system that continuously improves teaching and learning.

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

Collaborative data planning

Person Monitoring:

James Wilbour

By When/Frequency:

Weekly PLCs

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

ELA teachers, administrators, and the instructional coach will analyze FAST, district benchmark, and common formative assessment data to identify trends, prioritize standards, and develop differentiated lesson plans for L25 students.

Action Step #2

Standard aligned small group instruction

Person Monitoring:

James Wilbour

By When/Frequency:

Daily

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

Teachers will implement flexible, data-driven small groups during Tier I instruction to provide targeted support on identified skill deficits while maintaining access to grade-level standards. Groups will be adjusted based on formative assessment results.

Area of Focus #2

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.

Mathematics is John Hopkins Middle School's greatest instructional priority based on the 2025–2026 FAST assessment. While overall mathematics proficiency remained relatively stable (54%), we experienced declines in overall Mathematics Learning Gains (47%) and Learning Gains of the Lowest 25% (45%), creating the largest performance gap compared to state expectations. These data indicate that too few students made the expected academic growth throughout the school year, particularly those requiring the greatest level of support.

With this data in mind, our goal is to shift from stating a standard to communicating learning expectations (success criteria) which ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connected to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

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.

To measure the effectiveness of increased scholar engagement, increase proficiency in math from 54% to 63% by the end of the 26-27 school year by:

- Increase Mathematics Learning Gains from 47% to 55%, reducing the gap between John Hopkins Middle School and the State of Florida.
- Increase Mathematics Learning Gains of the Lowest 25% (L25) from 45% to 52% through targeted intervention and differentiated instruction.
- Reduce the percentage of students scoring below proficiency on district mathematics benchmarks by 10 percentage points following each assessment cycle through timely reteaching and intervention.
- Ensure 100% of mathematics teachers consistently implement evidence-based instructional practices—including higher-order questioning, appropriate wait time (3–5 seconds or longer when appropriate), collaborative mathematical discourse, and standards-aligned small-group instruction—as evidenced by classroom walkthroughs and instructional coaching observations.

Monitoring

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

Scholar engagement will be monitored through classroom walkthroughs by coaches and Administration to observe the use of teacher-provided question stems for answering higher-order thinking questions (opportunities to think) and to observe scholars in collaborative work structures to encourage discussion. Collaboration and coaching will be ongoing between the Administrator, Instructional content coach, and the Teacher through weekly walkthroughs. District assessments will drive data base decisions for remediation and enrichment.

Person responsible for monitoring outcome

Mr. Dwight Latimore, Brittnee Scott

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:

We will implement a structured mathematics intervention model that provides daily, standards-aligned and small-group instruction for students identified through FAST PM1, district benchmarks, and common formative assessments as performing in the Lowest 25% (L25). Students will receive strong

Tier I instruction and the Extended Learning Program (ELP), while also being registered for our 30-minute targeted learning session via "Teach More America" corps. Teachers will use a lesson plan to provide benchmark-level data, use district resources to reteach prerequisite skills, identify and address misconceptions, and provide scaffolded instruction before reassessing mastery.

Rationale:

Consistently demonstrating timely, data-driven intervention and explicit small-group instruction significantly improves mathematics achievement for students who are below grade level. Because we experienced declines in Mathematics Proficiency, Learning Gains, and Learning Gains of the Lowest 25%, this intervention addresses those challenges by ensuring students receive additional instructional time early in the school year rather than waiting until later intervention cycles.

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

Action Steps

Person Monitoring:

Mr. Dwight Latimore

By When/Frequency:

Quarterly and with PLC Monthly meetings/ongoing

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

Replace routine problems with open-ended, reasoning-based tasks.

Intentionally select or adapt math problems that require students to explain their thinking, justify their solutions, compare strategies, or make mathematical connections rather than simply apply a procedure. Design tasks with multiple entry points so all students can begin solving while allowing for varied solution pathways.

Facilitate student discourse around multiple solution strategies.

Structure lessons so students share, defend, and analyze different approaches to solving the same problem. Use questioning prompts such as "Why does your strategy work?", "How is your approach similar to or different from your classmate's?", and "Can you find another way?" to deepen reasoning and encourage mathematical argumentation.

These action steps promote higher-order thinking, mathematical reasoning, and problem solving while creating opportunities for students to engage in meaningful mathematical discourse.

Area of Focus #3

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.

For the 26-27 school year, our goal is to continue building on John Hopkins Middle School's success in Civics by increasing proficiency from 79% to 85% on the 2026–2027 Civics EOC while maintaining rigorous, standards-aligned instruction and using successful instructional practices to support schoolwide achievement.

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.

By the Spring 2027 Civics EOC assessment:

1. Increase Civics proficiency from 79% to 85%.
2. Increase the percentage of students scoring at Achievement Levels 4 and 5. (Accelerating ALL students)
3. Ensure 100% of Civics teachers implement agreed-upon instructional look-fors and district pacing with fidelity.
4. Reduce the percentage of students performing below proficiency after each district benchmark by at least 10% through targeted intervention cycles.

Monitoring

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

We will monitor student performance through:

- Bi-weekly PLCs focused on standards analysis, student work, and common formative assessments.
- District Benchmark Assessments analyzed after each administration to identify standards requiring reteaching.
- Student Data Chats where students monitor their own mastery and set individual goals.
- Classroom Walkthroughs utilizing instructional look-fors focused on engagement, questioning, and standards alignment.

Person responsible for monitoring outcome

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:

Civics teachers will implement daily spiral review aligned to previously taught benchmarks while

utilizing common formative assessment data to provide targeted small-group instruction during Targeted Learning and classroom intervention blocks. Students who do not demonstrate mastery will receive immediate reteaching using primary source analysis, document-based questioning, collaborative discourse, and frequent opportunities to practice higher-order thinking skills aligned to the Civics EOC.

Rationale:

Frequent retrieval of previously learned content strengthens memory and promotes mastery of complex concepts. Additionally, providing targeted instruction based on formative assessment results enables teachers to address misconceptions before they become learning gaps. John Hopkins Middle School's consistent improvement in Civics proficiency demonstrates that these practices are producing positive outcomes. Continuing and refining these evidence-based strategies will help sustain growth while moving the school toward its goal of 85% proficiency.

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

Implement daily spiral review of previously taught Civics benchmarks to strengthen retention and readiness for the Civics EOC.

Person Monitoring:

Brittnee Scott

By When/Frequency:

Daily

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

Lesson plans, classroom walkthroughs, student work

Action Step #2

Conduct bi-weekly Professional Learning Community (PLC) meetings focused on analyzing student work, benchmark data, and planning standards-based instruction.

Person Monitoring:

Brittnee Scott

By When/Frequency:

Bi-Weekly

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

PLC agendas, minutes, common assessments, lesson plans

Action Step #3

Utilize district benchmark assessments and mock Civics EOCs to identify trends, reteach priority standards, and adjust instructional pacing.

Person Monitoring:

Brittnee Scott

By When/Frequency:

After each benchmark

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

Benchmark reports, reteach plans, PLC documentation

Area of Focus #4

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.

Our current level of performance is 62% Science achievement, as measured by the Spring 2026 Grade 8 Statewide Science Assessment. In order to maintain John Hopkins success and build upon the strong foundation already present, ample opportunities for common planning will be provided and monitored, as well as a focus on backwards planning that both unpacks the standard and vertically aligns Science 6 and 7 with Science 8 in order to scaffold necessary skills and provide targeted remediation to correct any misconceptions and gaps. Moreover, John Hopkins' Science teachers will share texts/topics/vocabulary with Intensive Reading teachers for extra exposure and scaffolds to our L25 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.

John Hopkins Middle School achieved 62% on the 2026 Spring administration of the SSA.

1. By the Spring of 2027, students at John Hopkins Middle School will increase their proficiency in Science by 3%, from 62% to 65%.
2. By the Spring of 2027, students scoring at Achievement Levels 4 and 5 will increase. (Accelerating ALL students).
3. Ensure that 100% of all Science instructors implement agreed upon instructional look-fors, best practice techniques and intervention strategies.
4. Reduce the percentage of students performing below proficiency after each district benchmark by at least 10% through targeted intervention cycles.

Monitoring

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

We will monitor student performance through

- Bi-weekly PLCs focused on standards analysis, student work, and common formative assessments.
- District Benchmark Assessments analyzed after each administration to identify standards

requiring reteaching.

- Student Data Chats where students monitor their own mastery and set individual goals.
- Classroom Walkthroughs utilizing instructional look-fors focused on engagement, questioning, and standards alignment.

Person responsible for monitoring outcome

Ashley Fellows, Brittnee Scott

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:

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. By way of scaffolding the text, teachers will properly 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.

Rationale:

Teachers will be able to 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. Teachers will be able to use formative assessments that drive instructional design. Flexible grouping will come forth from these elements and instructional strategies that promote access and success for every student will be seen as a result of productive common planning sessions. Teachers will 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. All teachers will 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:

Ashley Fellows

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 in the Spring of 2027.

Area of Focus #5

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.

Analysis of the 2025–2026 FAST PM3 data identified Students with Disabilities (SWD) as one of John Hopkins Middle School's most significant areas of need. 33% of SWD made learning gains in English Language Arts (ELA), and 34% made learning gains in Math, indicating that many students are not demonstrating the accelerated growth necessary to close longstanding achievement gaps. While some progress was evident, the rate of growth continues to lag significantly behind that of their non-disabled peers, limiting students' ability to reach grade-level proficiency and reducing their long-term academic outcomes.

This performance has a direct impact on student learning because learning gains measure whether students are making adequate yearly progress regardless of their initial achievement level. When SWD do not demonstrate sufficient growth, they remain below grade-level expectations, requiring increasing levels of intervention and reducing their readiness for grade-level 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.

During the 26–27 school year, John Hopkins Middle School will increase the percentage of Students with Disabilities (SWD) demonstrating learning gains on FAST PM3.

- ELA: Increase SWD learning gains from 33% (2025–2026) to 45% (2026–2027).
- Mathematics: Increase SWD learning gains from 34% (2025–2026) to 46% (2026–2027).

Monitoring

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

To support these outcomes, students will demonstrate incremental growth throughout the school year as measured by district assessments, FAST Progress Monitoring (PM1, PM2, and PM3), classroom common formative assessments, and standards-based benchmark assessments. The school will also

monitor the percentage of SWD meeting individual benchmark growth targets each progress monitoring window.

- FAST PM1, PM2, and PM3 data reviews to monitor subgroup growth toward annual targets.
- MTSS meetings held every other week to review individual student progress, intervention fidelity, attendance, behavior, and academic growth.
- Ongoing monitoring of IEP implementation and classroom accommodations to ensure students receive services with fidelity.

Person responsible for monitoring outcome

Brittnee Scott(Principial), Dwight Latimore(Assist.Prin), Heather Connor(VE Specialist), Danny Whitaker(Behavior Spec.)

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:

Implementation of a multi-tiered instructional framework that emphasizes high-quality Tier I instruction at John Hopkins to improve core instruction for all students. Specially designed instruction for Students with disabilities and targeted Tier II and Tier III interventions. Daily opportunities for structured academic discourse using higher-order questioning, increased student talk, and intentional wait time. Frequent formative assessments to identify misconceptions and immediately adjust instruction. Explicit vocabulary development, reading comprehension strategies, writing across content areas, and mathematical reasoning aligned to grade-level benchmarks. Consistent implementation of accommodations and supports identified within each student's Individualized Education Program (IEP).

Rationale:

By strengthening Tier I instruction, increasing collaborative planning between general education and ESE staff, utilizing evidence-based instructional practices, and continuously monitoring student progress through PLCs, MTSS, and FAST Progress Monitoring, John Hopkins Middle School will accelerate learning for Students with Disabilities while reducing achievement gaps and increasing student success in both ELA and Mathematics.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Utilize FAST PM1, PM2, classroom assessments, and common formative assessment data to identify SWD students needing targeted support and create flexible instructional groups based on benchmark

deficits.

Person Monitoring:

Dwight Latimore, Heather Connor, Brittnee Scott

By When/Frequency:

Every 3 weeks and after each assessment cycle

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

PLC data protocols, student data trackers, benchmark mastery reports, and movement of students between intervention groups based on demonstrated growth.

Action Step #2

Implement targeted Tier II and Tier III interventions during the intervention block and Extended Learning Program (ELP) for SWD students who have not demonstrated mastery of priority standards.

Person Monitoring:

Dwight Latimore , Heather Connor, Brittnee Scott

By When/Frequency:

Daily interventions with progress monitoring every 2–3 weeks

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

Intervention attendance, progress monitoring assessments, benchmark mastery, and student growth reports demonstrating improvement toward learning-gain targets.

Area of Focus #6

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.

Analysis of the 2025–2026 FAST PM3 data identified the performance of African American students as one of John Hopkins Middle School's most significant areas of need. During the 26–27 school year, John Hopkins Middle School will increase the percentage of African American students demonstrating learning gains on FAST PM3.

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.

Our BTG plan will be monitored through a continuous cycle of data analysis, instructional planning, coaching, and progress monitoring.

- ELA: Increase African American student learning gains from 39% (2025–2026) to 50% (2026–2027).
- Mathematics: Increase African American student learning gains from 40% (2025–2026) to 52% (2026–2027).

Monitoring

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

- Bi-weekly PLC meetings focused on analyzing African American subgroup performance, identifying standards requiring reteaching, and planning differentiated instruction.
- Monthly instructional walkthroughs focused on student engagement, culturally responsive instructional practices, standards alignment, rigorous questioning, and opportunities for productive academic discourse.
- Six-week data reviews to evaluate subgroup progress, identify students requiring additional interventions, and adjust instructional supports.
- FAST PM1, PM2, and PM3 data analysis to monitor subgroup growth toward annual learning gain targets.
- MTSS meetings every other week to review student academic, attendance, and behavioral data and ensure interventions are producing measurable growth.

Person responsible for monitoring outcome

Brittnee Scott (Principal), Dwight Latimore (Assist.Prin), Heather Connor (VE Specialist)

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:

JHMS will strengthen Tier I instruction while providing targeted Tier II and Tier III supports to accelerate learning for African American students through evidence-based instructional practices.

Rationale:

Explicit instruction utilizing gradual release of responsibility (I Do, We Do, You Do). Intentional small-group instruction based on standards mastery and benchmark performance. Culturally responsive instructional practices that foster high expectations, student voice, and meaningful engagement with rigorous grade-level content. Frequent use of higher-order questioning, accountable talk, and appropriate wait time to deepen student thinking and reasoning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Analyze FAST PM1, PM2, district benchmark, and common assessment data to identify African American students requiring additional instructional support and create flexible instructional groups.

Person Monitoring:

Brittnee Scott, Dwight Latimore, James Wilbour,
Ashley Fellows

By When/Frequency:

Every 3 weeks and after each assessment cycle

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

Student data trackers, PLC documentation, benchmark mastery reports, and subgroup growth data.

Action Step #2

Conduct instructional walkthroughs focused on rigorous instruction, student engagement, culturally responsive teaching, differentiation, and higher-order questioning strategies.

Person Monitoring:

Brittnee Scott, James Wilbour, Dwight Latimore,
Ashley Fellows

By When/Frequency:

Weekly

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

Walkthrough trend data, feedback forms, implementation rates of instructional look-fors, and improved classroom observation data.

Action Step #3

Walkthrough trend data, feedback forms, implementation rates of instructional look-fors, and improved classroom observation data.

Person Monitoring:

Brittnee Scott, James Wilbour, Dwight Latimore,
Ashley Fellows

By When/Frequency:

PM1, PM2, PM3

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

FAST subgroup reports, learning gain trends, proficiency data, and leadership team data review documentation.

IV. Positive Learning Environment

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 reducing the frequency of negative behaviors. Infractions that result in students

receiving an Office Discipline Referral (ODR) and being removed from their classroom ultimately reduce 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,

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.

For the 26-27 school year, we expect to see a 10% decrease in the number of Office discipline Referrals as compared to the site based data at close of school year for 25-26 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.

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

Dominique Dudley, Danny Whitaker, Brittnee Scott

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:

By When/Frequency:

Dominique Dudley, Danny Whitaker, Brittnee Scott Quarter 1

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)

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.

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)).

- Quarterly, we will host parent engagement nights to discuss school-wide initiatives, expectations, FAST data, and ways the community can help)
- PTSA/SAC monthly meetings, as well as Booster committees
- Family engagement opportunities throughout the school year.
- 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)).

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. She will provide opportunities to practice problem-solving skills, provide collaborative / performance feedback to staff, and 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)).

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)).

John Hopkins Middle School recognizes that academic achievement is directly connected to students' social, emotional, behavioral, and physical well-being. As a Title I Comprehensive Support and Improvement (CSI) school, JHMS provides a comprehensive system of supports to ensure students have access to counseling, school-based mental health services, mentoring opportunities, and interventions that address the needs of the whole child.

The school's Student Services team, which includes school counselors, social workers, school psychologists, behavior specialists, and administrators, meets regularly through the Multi-Tiered System of Supports (MTSS) process to identify students requiring additional academic, behavioral, attendance, or social-emotional interventions. Students receive individual and small-group counseling focused on conflict resolution, self-regulation, goal setting, coping skills, attendance improvement, and executive functioning.

JHMS partners with district and community mental health agencies to provide school-based therapeutic services for students requiring intensive emotional and behavioral support. Students also participate in mentoring opportunities through school staff, community volunteers, and district-supported mentoring initiatives that promote positive relationships, leadership development, and school connectedness.

Positive Behavioral Interventions and Supports (PBIS) serve as the foundation of the school's climate system. Through the JHP Way expectations, students are explicitly taught behavioral expectations, recognized for positive behaviors through the PBIS rewards system, and provided restorative practices when behavioral concerns arise. Additional programs, clubs, athletics, fine arts, leadership opportunities, and family engagement activities foster belonging, resilience, and character development while supporting students' overall success.

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)).

Through the school's Magnet Programs and Career and Technical Education (CTE) pathways, students engage in authentic learning experiences that develop collaboration, communication, critical thinking, creativity, and problem-solving skills. Students participate in career awareness activities, career interest inventories, guest speakers, college and career exploration lessons, and career-focused classroom experiences aligned to Florida's Career and Technical Education standards. School counselors collaborate with students and families during course selection to ensure students are enrolled in rigorous coursework that aligns with their individual interests and prepares them for high school acceleration opportunities, including advanced coursework, industry certifications, dual enrollment eligibility, Advanced Placement (AP), Cambridge, Career Academies, and Early College pathways available within Pinellas County Schools.

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)).

Tier I supports include schoolwide behavioral expectations, restorative practices, classroom behavior systems, relationship-building strategies, and social-emotional learning. Tier II interventions include Check-In/Check-Out, mentoring, behavior contracts, small-group counseling, attendance interventions, targeted social skills instruction, and individualized behavior monitoring. Tier III supports include Functional Behavioral Assessments (FBA), Behavior Intervention Plans (BIP), wraparound services, individualized counseling, crisis intervention, and referrals to community mental health providers.

For students with disabilities, behavioral supports are coordinated in collaboration with Exceptional Student Education (ESE) staff to ensure alignment with Individualized Education Programs (IEPs), IDEA requirements, and district procedures. Student progress is continuously monitored through MTSS meetings, data reviews, and collaboration among general education teachers, ESE staff, school psychologists, counselors, behavior specialists, and administrators to ensure interventions are responsive and effective.

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)).

Professional learning opportunities include Professional Learning Communities (PLCs), collaborative planning, instructional coaching, classroom walkthrough feedback, district professional development, and school-based learning aligned to student achievement data. Teachers regularly analyze FAST assessment data, district assessments, classroom formative assessments, and subgroup

performance to inform instructional decisions and intervention planning. Professional learning priorities include:

- Data-driven instruction and progress monitoring
- Standards-aligned instruction
- Small-group instruction and intervention planning
- Student engagement strategies
- Positive classroom management through PBIS

New teachers participate in district induction programs, mentoring, instructional coaching, and ongoing administrator support to strengthen instructional effectiveness and improve teacher retention. Administrators conduct regular classroom observations and provide actionable feedback aligned to instructional priorities and the Florida Educator Accomplished Practices (FEAPs). The school also utilizes collaborative leadership teams and teacher leaders to facilitate continuous improvement and build internal instructional capacity.

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)).

We collaborate with feeder elementary schools and Pinellas County Schools to ensure a successful transition for incoming sixth-grade students. Transition activities include fifth-grade articulation meetings, data sharing between elementary and middle school staff, student orientation events, sixth-grade boot camps, family information sessions, campus tours, and opportunities for students to become familiar with school expectations, academic programs, and available supports before the first day of school.

These transition activities help reduce student anxiety, strengthen family engagement, and support a smooth transition into middle school while promoting academic, behavioral, and social-emotional success.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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.

We align resources based on identified student needs and performance data. The admin team works closely with the Area Superintendent, School Improvement team, SAC, Title I & Teaching and Learning Department, MTSS team, and district content specialists to analyze FAST, state assessment, benchmark, discipline, attendance, and subgroup data. These collaborative data reviews drive decisions regarding staffing, professional learning, instructional coaching, intervention programming, and the allocation of Title I and CSI resources.

Throughout the school year, we collaborate to evaluate the effectiveness of resource allocation and determine whether adjustments are needed to improve student outcomes. Resources are strategically prioritized to support the school's identified areas of need, including strengthening Tier I instruction, expanding intervention opportunities for students in the Lowest 25% (L25), increasing instructional coaching, and providing evidence-based instructional materials and professional development to staff to best meet the needs of all John Hopkins students with a specific focus on our identified subgroups (SWD & AA students)

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).

To address these disparities, John Hopkins Middle School will prioritize strengthening Tier I instruction through standards-aligned lesson planning, explicit instruction, differentiated small-group learning, higher-order questioning, appropriate wait time, and collaborative academic discourse. Teachers will use ongoing formative assessment, FAST progress monitoring, and district benchmark data to identify learning gaps early and provide timely, targeted interventions. Additionally, instructional planning will emphasize the implementation of accommodations, specially designed instruction, culturally responsive teaching practices, and progress monitoring to ensure SWD and AA students receive the support necessary to access rigorous grade-level content.

This focused approach is designed to improve proficiency, increase learning gains, and accelerate achievement for historically underperforming student groups while fulfilling CSI improvement requirements and advancing John Hopkins Middle School's commitment to educational equity and academic excellence.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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