

The School District of Palm Beach County

John F. Kennedy Middle School



2017-18 Schoolwide Improvement Plan

John F. Kennedy Middle School

1901 AVENUE S, Riviera Beach, FL 33404

<https://jfk.m.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for John F. Kennedy Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

John F. Kennedy Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

John F. Kennedy Middle School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

JFK will infuse the content as required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- a) History of Holocaust
- b) History of Africans and African Americans
- c) Hispanic Contributions,
- d) Women's Contributions
- e) Sacrifices of Veterans

At JFK, African American studies is a high school credit class that is offered to our students as an elective. During the month of September, we recognize the contributions and accomplishments of our Hispanic heritage by having a "Hispanic Heritage Celebration." In February, we acknowledge the contributions of African American leaders and host a "Black History Night." The month of May, is the time that we as a school celebrate Haitian Heritage Month.

During the timeframe listed above, we allow our students to present art, power point presentations, song/dance, and serve food from their culture to the parents and community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic

targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;

Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.

Ensure teachers are trained in Classroom management strategies (Progressive Discipline, etc.)

SwPBS team reviews classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition system is in place;

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Operational school based team that meets weekly to discuss students with barriers to academic and social success.

Mentors assigned to at-risk students.

Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

Instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).

Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Utilize data systems to identify students who have attendance, behavioral or academic concerns.

Create data decision rules for number of absences or Out of School Suspensions before referral generated to School Based Team.

Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	3	5	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	71	34	40	0	0	0	0	145
Course failure in ELA or Math	0	0	0	0	0	0	40	20	49	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	0	0	0	183	164	179	0	0	0	0	526

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	73	37	59	0	0	0	0	169

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

-Level 1 and Level 2 students, starting with the Low 25%, will be targeted for after school tutorial support twice a week per math and reading. Letters will be sent home to parents describing the importance of the tutorials and approving permission for the students to stay on the specified days.

-Students will be tracked as well in Reading, Language Arts, and Math FSQ and USA, I-ready diagnostics, and i-ready standards based assessments. Students not demonstrating a cut off level of achievement will also be targeted for after school tutorials.

-All early warning students will receive 60 to 90 minutes of reading plus per week.

-Students struggling on Mastery of Reading standards will be recommended for tutorial remediation with resource teacher, during after school and Saturday School Strategy Workshops.

-Students in Civics (7th) and Science (8th) not meeting specific achievements for unit assessments will be targeted and pulled out of elective classes to provide tutorial support.

-Students in math classes that are struggling with math homework or not turning in will be recommended for homework helper (after school tutorial and homework help).

-Students, who received at least 2 suspensions, have low attendance, or are struggling academically will be recommended for our School Based Team (SBT) intervention program.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/429061>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Collaborative leadership structures at JFK Middle will be designed to connect communitywide leaders. The city council and business leaders of the community of Riviera Beach agreed to six main strategies for building and continuing partnerships:

- Ensuring a common vision among all partners
- Establishing structured opportunities to engage stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data
- Encourage Volunteering of stakeholders
- Utilizing community resources

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Brooks, Corey	Principal
Nance, Timothy	Assistant Principal
Wojciechowsky, Paul	Assistant Principal
Williams, Yarnell	Instructional Coach
Burnett, Nicole	Instructional Coach
McKnight, Alisha	Assistant Principal
Weidenhamer, Leaha	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The MTSS/Rtl Leadership Team at JFK Middle Magnet School is as follows:

* Principal & Assistant Principals - Provide a common vision for the use of data-based decision making, ensure that the school-based team (SBT) is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.

* ESE Contact - Participates in student data collection, integrates core instructional activities/ materials into Tier 3 instruction, and collaborates with general education teachers helping to create interventions.

* School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

* Classroom Teachers - Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

* Instructional Coaches - Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

* School Counselors - Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, linking child-serving and community agencies to the schools and families to support the child's academic emotional behavior, and social success. Case liaison and interventionists for students in Tier 2 and tier 3.

* Community Resource Person - Acting Liaison between parents and school; provides services information to parents requesting outside agencies addressing needs. Provides support to Tier I Students.

* Speech and Language Pathologist - Collects data; provides language interventions for suspected language impaired students. Evaluates and Assesses students for speech and language problems.

* School Police Officer - Counsel, provide information on behavior and background information regarding legal; school wide information regarding truancy.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

John F. Kennedy Middle School's data-based problem-solving process for implementing and monitoring of MTSS is a tiered model of delivery of instruction (Tiers 1-3).

-Core instruction is for all students

-Supplemental instruction is for some students in addition to the core academic and behavior instruction in place.

-Intensive interventions to support few scholars who receive individualized support in addition to the supplemental instruction.

Currently we have 9 reading teachers who offer intensive instruction and one intensive math teacher serving all three grade levels.

Assistant principals, instructional coaches, learning team facilitator, and area specialists serve as teacher support systems.

Small groups and individual student needs are supported by representatives from Safe Schools, ESE Contact, School Psychologist, Speech Language Pathologist, School Counselors, school police officer, and community resource programs.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We install an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Title 1 Part A funds provide resources for professional development (substitutes, collaborative planning pay, PD consultants, PD conferences), parent engagement (part time parent liaison, parent trainings), and instructional resources and personnel (resource teacher, technology, classroom materials, tutorial programs).

Title I district funds provide a school based Math Coach, Reading Coach, Science Coach and LTF to assist teachers in implementing instructional programs. School Transformation Offices and curriculum personnel funded by Title I provide ongoing support.

Title II funds support the implementation of Marzano protocols, MTSS, PAR teacher program.

Title III funds provide support for the services offered to LEP students.

Title X funds allow JFK to support students identified as homeless through a designated school liaison who works with District personnel to ensure parents are aware of the resources available to support the family socially, emotionally and academically. The school liaison monitors students to ensure they are receiving services (tutorial, transportation, free meals).

JFK has established partnerships with the City of Riviera Beach and Florida A&M University. Both partners support JFK with mentoring, volunteering, and student activities.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Corey Brooks	Principal
Lisa Raiford	Parent
Tonya Brooks	Business/Community
Megan Williams	Teacher
Yarnell Williams	Parent
Marvin Beach	Teacher
Jeremiah Garvin	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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

a. Evaluation of last year's school improvement plan

JFK's School Advisory Council (SAC) evaluated last year's SIP by:

- a. participate in planning and monitoring of SIP
- b. initiate activities or programs that generate greater cooperation between the community and the school
- c. assist in the development of educational goals and objectives
- d. recommend various support services in the school
- e. review the budget to be sure it is aligned with the School Improvement Plan

b. Development of this school improvement plan

School data is reviewed by the School Advisory Council (i.e., SAC) and make updates/revisions to the School Improvement Plan. As updates/revisions are made the SIP Committee presents them to the SAC for any additional feedback or approval.

The school will provide minutes and sign-in sheets to document the school performance data for the baseline, midyear, and end-of-year was reviewed with the SAC to guide writing the SIP goal.

c. Preparation of the school's annual budget and plan

N/A - JFK's annual budget and plan will be provided by state.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Community Resource Person - Salary & Benefits
Furniture for Parent Computer Stations
Supplies and refreshments for parent training's
Teachers to facilitate parent training's (PTIS & Benefits)

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

N/A

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brooks, Corey	Principal
Williams, Yarnell	Instructional Coach
Burnett, Nicole	Instructional Coach
Nance, Timothy	Assistant Principal
Wojciechowsky, Paul	Assistant Principal
Weidenhamer, Leah	Instructional Coach
McKnight, Alisha	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT has implemented two school-wide literacy initiatives this school year: RACES (cite textual evidence) , ,Close Reading and writing in the content areas.

The LLT has developed a Reading Skill of the Monthly calendar for all content areas to support the literacy initiative on a daily basis.

The LLT collaborates with all department chairs on student data analysis, common planning, and literacy strategies on a bi-weekly basis.

The LLT will utilize the Reading Plus Program in Electives, Social Studies, and English classes. Reading Plus is a web-based program that transforms how, what, and why students read. It is the only Common Core aligned reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation—which are the foundation of success.

The LLT will utilize I-Ready during Social Studies and Science. I-Ready is a prescriptive web-based program that addresses student weaknesses with phonological awareness, phonics, high-frequency words, vocabulary, and comprehension in the effort of improving student reading scores.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

At JFK we encourage positive working relationships between teachers and staff by providing the following activities listed below:

Extended Professional Learning Community time.
Department Professional Learning Community time
Teacher led Professional Development
Recognize birthdays and educational accomplishments monthly at each faculty meeting
Social gatherings are offered at the end of each nine week marking period
Grade level team meetings occur once a month
Teacher committees are formed (discipline, incentives, parent/community, social/hospitality, and 8th grade activities).
Learning Team Meetings are held weekly

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Principal:

- Attends teacher recruitment fairs.
- Teacher recognition and celebrations.
- Provides leadership opportunities to qualified teachers.
- Provide professional development opportunities for teachers to meet the needs of specific sub-groups.

Professional Development Team:

- Delivers high-quality PD.
- Coordinates high-quality PD.

Instructional Coaches:

- Regularly visit, monitor and provide on-the-spot training using the coaching continuum.
- Offer professional development sessions based on specific needs identified throughout the school year.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Administrator: Brenda Winfrey

-Educator Support Program: ESP is the School District of Palm Beach County's formal program of support for newly hired educators. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

Systems of support include

- support team
- staff development opportunities
- supports teachers through the coaching continuum (Literacy & Math)
- observations,
- conferences, and
- written and oral feedback.

ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.ongoing support for teacher with three years or less professional teaching experience.

of Years Teaching

Less than 1 Year of Teaching

Pairings were created based on subject area first given the most priority with veteran teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school district provides us with a web portal access to focus calendars, scopes and sequence, along with daily aligned resources. Our district and school instructional leaders have also provided our staff training on the new FSA standards along with HMH Language Arts, Read 180 materials and Systems 44. Our Reading, ELA, Science and Civics teachers have also been trained on utilizing the Florida Standard Item Specifications to ensure they use only aligned core resources.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards during common planning. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 110 minute reading block.
- Creating an intervention schedule to provide remedial support to L1 and L2 (reading and mathematics) students.
- Providing instruction aligned with the Florida Standards across all content areas.
- Providing resources to support instruction (extensive classroom libraries, texts to support units of

study, leveled books for small group instruction).

•Administering assessments which align to Florida Standards.

Double blocking all math L1 and L2 math students

I-Ready data provides students and teachers with specific FSA standards for intervention.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 14,000

Students will be invited to participate in our After School program

Students will be targeted based on formative and summative performance, homework performance

Activities students participate in will be determined by on-going data analysis.

-Instruction In Core Academic Subjects

-Enrichment Activities That Contribute To A Well Rounded Education

Strategy Rationale

Students will receive individualized small group instruction based on their student data in an extended school day setting.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Nance, Timothy, timothy.nance@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

-Pull and analyze Performance Matters, FAIR, ExamView, CPS, Diagnostics, Palm Beach Performance and any other benchmark specific common assessment data on a weekly and/or bi-weekly basis

Strategy: Weekend Program

Minutes added to school year: 10,450

Communication will go out during the week to students and parents regarding Saturday Academy. Students will be rotated through needed subject area modules. Modules will be created based on data from , I-Ready, Reading Plus, ExamView, CPS, Diagnostics, and Palm Beach Performance Assessment.

Activities students participate in will be determined by on-going data analysis.

-Instruction In Core Academic Subjects

-Enrichment Activities That Contribute To A Well Rounded Education

Teachers work together in professional learning communities to develop common assessments, learning objectives, unit plans.

Strategy Rationale

Students will receive individualized small group instruction based on their student data in an extended school day setting.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nance, Timothy, timothy.nance@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

-Pull and analyze COREK12, Florida Achieves, ExamView, CPS, Diagnostics, Palm Beach Writes and any other benchmark specific common assessment data on a weekly and/or bi-weekly basis

Strategy: Before School Program

Minutes added to school year: 14,000

Students will be invited to participate in our morning care program.

Activities students participate in will be determined by on-going data analysis.

-Instruction In Core Academic Subjects

-Enrichment Activities That Contribute To A Well Rounded Education

Strategy Rationale

Improve student academic achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nance, Timothy, timothy.nance@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

-Pull and analyze Performance Matters, FAIR, ExamView, CPS, Diagnostics, Palm Beach Performance Assessment and any other benchmark specific common assessment data on a weekly and/or bi-weekly basis.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

The City of Riviera Beach annually holds the Councilman Cedric Thomas' 5th grade fund day during the month of October. Fifth grade students from eleven neighboring elementary schools are invited to JFK and they spend the entire day being oriented to middle school. The students are able to visit the campus, classrooms, meet teachers, and enjoy planned activities.

JFK offers a 6th-8th grade intervention plan that starts in September. This intervention provides 6th-8th graders with early remediation and enrichment. The plan will fill instructional gaps.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Student Course Selection documents, Career Day, visit neighboring Elementary Schools, vertical planning with Suncoast High School, parent involvement opportunities, Showcase of Schools, high school visits and tours.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

John F. Kennedy Middle School is an IB World School and every teacher includes real-world correlations in every lesson. In addition to the IB curriculum, we offer African-American Studies, Algebra/Geometry Honors, Culinary, CCI, Spanish, Band, and French through dual enrollment. Currently JFK has several students dual enrolled at the neighboring IB high school.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

John F. Kennedy Middle School offers an Engineering class to 8th grade students that focuses on STEM initiatives. We also offer a variety of computer technical courses that focus on web design, coding, and technology and business that will better prepare students for tech based careers and the utilization of modern technology in any job setting.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. **1a**

G094984

Targets Supported **1b**

Indicator	Annual Target
High School Readiness	58.8
FSA ELA Achievement	40.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	40.0
Civics EOC Pass	70.0
High School Readiness	45.8
Middle School Acceleration	90.0

Targeted Barriers to Achieving the Goal **3**

- We have a challenge at designing standards based lessons which immerse students in rigorous tasks encompassing the full intent of the standards as well as using data to determine specific needs of students.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Engaged Leadership is committed to improving high quality instruction.
- District Curriculum & Support
- Weekly Common Planning Structures are in place.
- Updated Item Specifications/sample question types.
- School-wide IB Unit planner.
- Technology/Mobile Labs/Integrated learning systems/CPS system
- Academic Leaders
- Marzano Trainings

Plan to Monitor Progress Toward G1. **8**

Data analysis of mid-year diagnostics, quarterly and mid-term exams to determine next steps as needed

Person Responsible

Corey Brooks

Schedule

Quarterly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Mid-Year Reflection which includes an in-depth analysis of the results from the diagnostics, revisions made to the strategies and action steps.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. 1

G094984

G1.B1 We have a challenge at designing standards based lessons which immerse students in rigorous tasks encompassing the full intent of the standards as well as using data to determine specific needs of students. 2

B255649

G1.B1.S1 Provide teachers with various professional learning opportunities to target instruction aligned to the rigor of the Florida Standards. 4

S270182

Strategy Rationale

Organizing the instructional block to monitor student mastery of the progression of standards required for each grade level and content area will allow teachers to maximize student learning outcomes towards college and career readiness. Teachers need daily/ongoing formative assessment data to understand and plan effectively to meet students' differentiated learning needs.

Action Step 1 5

Create and adjust a bell to bell instructional framework that includes standards, curriculum resources, instructional targets, formative assessments and remediation/enrichment.

Person Responsible

Corey Brooks

Schedule

Weekly, from 8/14/2017 to 9/29/2017

Evidence of Completion

Completed instructional framework posted in classroom for administrative

Action Step 2 5

SSSC will facilitate professional learning communities to develop understanding of the cognitive demands of the standards and plan appropriate lessons.

Person Responsible

Leaha Weidenhamer

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans, learning walk data, PLC Agendas and Sign In Sheets, Coaching Logs

Action Step 3 5

Support teacher with developing higher order questions (DOK 2-3) as outlined in the item specifications.

Person Responsible

Leaha Weidenhamer

Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans and learning walk data.

Action Step 4 5

Analyze district created formative assessment data (FSQ and USA) and daily classroom embedded formative assessment data (such as: exit slip) to plan instruction to meet student differentiated learning needs.

Person Responsible

Corey Brooks

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Data analysis on Performance Matters test platform. Student Data Chats with administrators, teachers and parents; Teacher Data Chats with administration and parents.

Action Step 5 5

Support teachers with developing standards based objectives and learning scales.

Person Responsible

Paul Wojciechowsky

Schedule

Weekly, from 8/21/2017 to 8/1/2018

Evidence of Completion

Standards Based Learning Scales and Learning Walk Data

Action Step 6 5

Teachers and Administrators will attend professional conferences related to their content areas or pedagogical needs.

Person Responsible

Corey Brooks

Schedule

Quarterly, from 8/28/2017 to 6/1/2018

Evidence of Completion

TDE, Conference Agenda, Travel Reimbursement, Travel Checklist, Registrations, Receipts for Lodging and Travel, Notes from meetings in which strategies learned are presented

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

Administration will attend select data driven common planning meetings and discuss standards, cognitive demands, and student products.

Person Responsible

Corey Brooks

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets showing administrator attendance at common planning, common planning agenda, summary notes, sample scales, lesson plans, question stems, data disaggregation,

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

Conduct Learning Walks

Person Responsible

Corey Brooks

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Learning Walk Data and Focused Feedback.

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

Marzano learning walks by administration.

Person Responsible

Corey Brooks

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Increasing the amount of data marks on DQ 1, 2, 3, 4,5 on Marzano Learning Map. Student Formative Assessment Data

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

Leadership Team will analyze formative assessment data to ensure that the improvement in effective instruction is impacting student outcomes. Data analysis on Performance Matters test platform. Student Data Chats with administrators, teachers and parents; Teacher Data Chats with administration and parents.

Person Responsible

Corey Brooks

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Student achievement data will show student growth on PBPAs, FAIR, SRI, FSQ, USA, Reading Plus, and FSA assessment.

G1.B1.S2 Provide students with personalized learning opportunities to meet their individual needs. 4

S270183

Strategy Rationale

Academic/behavior/social support system will assist in improving learning outcomes.

Action Step 1 5

Analyze student data to identify specific learning opportunities to meet student's individual needs.

Person Responsible

Corey Brooks

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Data reports, list of interventions to be offered, student intervention lists,

Action Step 2 5

Provide Extended Learning Opportunities for identified students (before, after-school, in-school, Saturday).

Person Responsible

Corey Brooks

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Schedule, Time-Sheets, Student sign-in, teacher time sheets, and sample lesson plans

Action Step 3 5

Out-of-System Tutors will provide academic instruction and progress monitoring for at-risk students.

Person Responsible

Corey Brooks

Schedule

Daily, from 9/11/2017 to 6/1/2018

Evidence of Completion

Schedule, student rosters, conference notes and data chat form.

Action Step 4 5

Students will be able to participate in interactive lessons to increase engagement in their learning.

Person Responsible

Corey Brooks

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

CPS Data Summary and Lesson plans.

Action Step 5 5

Student will use web-based programs to reinforce concepts previously taught throughout the school day.

Person Responsible

Corey Brooks

Schedule

Daily, from 7/28/2017 to 6/1/2018

Evidence of Completion

Usage Reports, lesson plans, Data Summary Reports

Action Step 6 5

Middle school strategist/interventionist will monitor and provide proactive services to students who are at risk for not meeting high school readiness indicators.

Person Responsible

Corey Brooks

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Support Schedule, student support logs, Notes from school wide single school culture meetings, School wide single school culture action plans, Student behavior tiered intervention documents.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will conduct walk-throughs to analyze program implementation.

Person Responsible

Corey Brooks

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Review, discuss, and provide annotated notes of feedback on student schedules, student rosters, conference notes, data chat form and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will conduct observations on program implementation and student progress monitoring to identify next step as needed.

Person Responsible

Corey Brooks

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Analysis, discussion and focused feedback on student data forms, usage rate, and progress.

G1.B1.S3 (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

S270184

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Schedule

Semiannually, from 1/31/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Compare historic and current teacher retention data at the project schools.

Person Responsible

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidence by Principal Dashboard.

G1.B1.S4 (UniSIG) Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

S270185

Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

Action Step 1 5

The District will facilitate the selection and hiring of Academic Success Tutors at the UniSIG schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

Person Responsible

Corey Brooks

Schedule

Daily, from 10/2/2017 to 7/31/2018

Evidence of Completion

School master schedule including academic tutor support schedule, classroom walk-through data and iObservations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 10/2/2017 to 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Schedule of school visits

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Instructional Review Schedule

G1.B1.S5 (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments. 4

S270186

Strategy Rationale

Achieve 3000 is a research-based reading program that delivers daily differentiated instruction for nonfiction reading and writing that's tailored to each student's Lexile® reading level. The online differentiated learning platform engages learners at their individual reading levels and challenges them to improve their literacy skills with texts of increasing complexity. The platform provides standards-based lessons and a large repository of articles aligned to topics in most major textbooks through an adaptive learning component.

Action Step 1 5

The District will purchase Achieve 3000 licenses for and Chromebooks student laptops for implementation and use in grades 6-8.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 2/2/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

Provide professional development for Achieve 3000 implementation.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 12/1/2017

Evidence of Completion

Achieve 3000 Professional Development Plan and PD records

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

The Department of Teaching and Learning will ensure that the Achieve 3000 licenses have been ordered and deployed for students at the four identified secondary schools.

Person Responsible

Diana Fedderman

Schedule

On 12/22/2017

Evidence of Completion

Purchase and distribution records

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A361557	Create and adjust a bell to bell instructional framework that includes standards, curriculum...	Brooks, Corey	8/14/2017	Completed instructional framework posted in classroom for administrative	9/29/2017 weekly
G1.B1.S5.A2 A361574	Provide professional development for Achieve 3000 implementation.	Oswald, Keith, Chief Academic Officer	10/2/2017	Achieve 3000 Professional Development Plan and PD records	12/1/2017 one-time
G1.B1.S5.MA1 M386224	The Department of Teaching and Learning will ensure that the Achieve 3000 licenses have been...	Fedderman, Diana	10/2/2017	Purchase and distribution records	12/22/2017 one-time
G1.B1.S5.A1 A361573	The District will purchase Achieve 3000 licenses for and Chromebooks student laptops for...	Oswald, Keith, Chief Academic Officer	10/2/2017	Purchase and distribution records	2/2/2018 one-time
G1.MA1 M386231	Data analysis of mid-year diagnostics, quarterly and mid-term exams to determine next steps as...	Brooks, Corey	8/28/2017	Mid-Year Reflection which includes an in-depth analysis of the results from the diagnostics, revisions made to the strategies and action steps.	6/1/2018 quarterly
G1.B1.S1.MA1 M386212	Marzano learning walks by administration.	Brooks, Corey	8/21/2017	Increasing the amount of data marks on DQ 1, 2, 3, 4,5 on Marzano Learning Map. Student Formative Assessment Data	6/1/2018 daily
G1.B1.S1.MA4 M386213	Leadership Team will analyze formative assessment data to ensure that the improvement in effective...	Brooks, Corey	9/4/2017	Student achievement data will show student growth on PBPAs, FAIR, SRI, FSQ, USA, Reading Plus, and FSA assessment.	6/1/2018 monthly
G1.B1.S1.MA1 M386214	Administration will attend select data driven common planning meetings and discuss standards,...	Brooks, Corey	8/21/2017	Sign-in sheets showing administrator attendance at common planning, common planning agenda, summary notes, sample scales, lesson plans, question stems, data disaggregation,	6/1/2018 weekly
G1.B1.S1.MA3 M386215	Conduct Learning Walks	Brooks, Corey	8/28/2017	Learning Walk Data and Focused Feedback.	6/1/2018 daily
G1.B1.S1.A2 A361558	SSSC will facilitate professional learning communities to develop understanding of the cognitive...	Weidenhamer, Leaha	8/21/2017	Teacher lesson plans, learning walk data, PLC Agendas and Sign In Sheets, Coaching Logs	6/1/2018 weekly
G1.B1.S1.A3 A361559	Support teacher with developing higher order questions (DOK 2-3) as outlined in the item...	Weidenhamer, Leaha	9/11/2017	Teacher lesson plans and learning walk data.	6/1/2018 weekly
G1.B1.S1.A4 A361560	Analyze district created formative assessment data (FSQ and USA) and daily classroom embedded...	Brooks, Corey	8/28/2017	Data analysis on Performance Matters test platform. Student Data Chats with administrators, teachers and parents; Teacher Data Chats with administration and parents.	6/1/2018 biweekly
G1.B1.S1.A6 A361562	Teachers and Administrators will attend professional conferences related to their content areas or...	Brooks, Corey	8/28/2017	TDE, Conference Agenda, Travel Reimbursement, Travel Checklist, Registrations, Receipts for Lodging and Travel, Notes from meetings in which strategies learned are presented	6/1/2018 quarterly
G1.B1.S2.MA1 M386216	Administration will conduct observations on program implementation and student progress monitoring...	Brooks, Corey	8/28/2017	Analysis, discussion and focused feedback on student data forms, usage rate, and progress.	6/1/2018 biweekly
G1.B1.S2.MA1 M386217	Administration will conduct walk-throughs to analyze program implementation.	Brooks, Corey	8/28/2017	Review, discuss, and provide annotated notes of feedback on student schedules, student rosters, conference notes, data chat form and lesson plans.	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 A361563	Analyze student data to identify specific learning opportunities to meet student's individual needs.	Brooks, Corey	8/21/2017	Data reports, list of interventions to be offered, student intervention lists,	6/1/2018 biweekly
G1.B1.S2.A2 A361564	Provide Extended Learning Opportunities for identified students (before, after-school, in-school,...)	Brooks, Corey	8/28/2017	Schedule, Time-Sheets, Student sign-in, teacher time sheets, and sample lesson plans	6/1/2018 daily
G1.B1.S2.A3 A361565	Out-of-System Tutors will provide academic instruction and progress monitoring for at-risk...	Brooks, Corey	9/11/2017	Schedule, student rosters, conference notes and data chat form.	6/1/2018 daily
G1.B1.S2.A4 A361566	Students will be able to participate in interactive lessons to increase engagement in their...	Brooks, Corey	8/28/2017	CPS Data Summary and Lesson plans.	6/1/2018 weekly
G1.B1.S2.A5 A361567	Student will use web-based programs to reinforce concepts previously taught throughout the school...	Brooks, Corey	7/28/2017	Usage Reports, lesson plans, Data Summary Reports	6/1/2018 daily
G1.B1.S2.A6 A361568	Middle school strategist/interventionist will monitor and provide proactive services to students...	Brooks, Corey	8/28/2017	Support Schedule, student support logs, Notes from school wide single school culture meetings, School wide single school culture action plans, Student behavior tiered intervention documents.	6/1/2018 daily
G1.B1.S3.A2 A361570	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B1.S4.MA1 M386220	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule	7/27/2018 semiannually
G1.B1.S5.MA1 M386223	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 semiannually
G1.B1.S3.MA1 M386218	Compare historic and current teacher retention data at the project schools.		8/1/2017	Teacher vacancy and retention data as evidence by Principal Dashboard.	7/31/2018 triannually
G1.B1.S3.MA1 M386219	Review payroll summary reports to ensure the MOU has been implemented		1/31/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B1.S3.A1 A361569	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B1.S4.MA1 M386221	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually
G1.B1.S4.MA2 M386222	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly
G1.B1.S4.A1 A361571	The District will facilitate the selection and hiring of Academic Success Tutors at the UniSIG...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B1.S4.A2 A361572	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Brooks, Corey	10/2/2017	School master schedule including academic tutor support schedule, classroom walk-through data and iObservations	7/31/2018 daily
G1.B1.S1.A5 A361561	Support teachers with developing standards based objectives and learning scales.	Wojciechowsky, Paul	8/21/2017	Standards Based Learning Scales and Learning Walk Data	8/1/2018 weekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

G1.B1 We have a challenge at designing standards based lessons which immerse students in rigorous tasks encompassing the full intent of the standards as well as using data to determine specific needs of students.

G1.B1.S1 Provide teachers with various professional learning opportunities to target instruction aligned to the rigor of the Florida Standards.

PD Opportunity 1

Create and adjust a bell to bell instructional framework that includes standards, curriculum resources, instructional targets, formative assessments and remediation/enrichment.

Facilitator

Instructional Coaches, Assistant Principals, Principals, Teachers

Participants

All Teachers

Schedule

Weekly, from 8/14/2017 to 9/29/2017

PD Opportunity 2

SSSC will facilitate professional learning communities to develop understanding of the cognitive demands of the standards and plan appropriate lessons.

Facilitator

Instructional Coaches, Assistant Principals, Principals, Teachers

Participants

All Teachers

Schedule

Weekly, from 8/21/2017 to 6/1/2018

PD Opportunity 3

Support teacher with developing higher order questions (DOK 2-3) as outlined in the item specifications.

Facilitator

Instructional Coaches, Assistant Principals, Principals, Teachers

Participants

All Teachers

Schedule

Weekly, from 9/11/2017 to 6/1/2018

PD Opportunity 4

Analyze district created formative assessment data (FSQ and USA) and daily classroom embedded formative assessment data (such as:exit slip) to plan instruction to meet student differentiated learning needs.

Facilitator

Paul Wojciechowsky, Nicole Burnett, Alisha McKnight, and Leah Weidenhamer

Participants

All Teachers

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

PD Opportunity 5

Support teachers with developing standards based objectives and learning scales.

Facilitator

Instructional Coaches, Assistant Principals, Principals, Teacher Leaders

Participants

All Teachers

Schedule

Weekly, from 8/21/2017 to 8/1/2018

G1.B1.S2 Provide students with personalized learning opportunities to meet their individual needs.

PD Opportunity 1

Students will be able to participate in interactive lessons to increase engagement in their learning.

Facilitator

Paul Wojciechowsky

Participants

All Teachers using CPS system

Schedule

Weekly, from 8/28/2017 to 6/1/2018

PD Opportunity 2

Student will use web-based programs to reinforce concepts previously taught throughout the school day.

Facilitator

Paul Wojciechowsky

Participants

All Teachers using the web-based programs.

Schedule

Daily, from 7/28/2017 to 6/1/2018

G1.B1.S5 (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments.

PD Opportunity 1

Provide professional development for Achieve 3000 implementation.

Facilitator

Department of Teaching and Learning

Participants

Intensive Reading and English Language Arts teachers in grades 6-8 Social Studies teachers in grades 6 and 8.

Schedule

On 12/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create and adjust a bell to bell instructional framework that includes standards, curriculum resources, instructional targets, formative assessments and remediation/enrichment.				\$0.00
2	G1.B1.S1.A2	SSSC will facilitate professional learning communities to develop understanding of the cognitive demands of the standards and plan appropriate lessons.				\$0.00
3	G1.B1.S1.A3	Support teacher with developing higher order questions (DOK 2-3) as outlined in the item specifications.				\$0.00
4	G1.B1.S1.A4	Analyze district created formative assessment data (FSQ and USA) and daily classroom embedded formative assessment data (such as:exit slip) to plan instruction to meet student differentiated learning needs.				\$0.00
5	G1.B1.S1.A5	Support teachers with developing standards based objectives and learning scales.				\$0.00
6	G1.B1.S1.A6	Teachers and Administrators will attend professional conferences related to their content ares or pedagogical needs.				\$0.00
7	G1.B1.S2.A1	Analyze student data to identify specific learning opportunities to meet student's individual needs.				\$0.00
8	G1.B1.S2.A2	Provide Extended Learning Opportunities for identified students (before, after-school, in-school, Saturday).				\$0.00
9	G1.B1.S2.A3	Out-of-System Tutors will provide academic instruction and progress monitoring for at-risk students.				\$0.00
10	G1.B1.S2.A4	Students will be able to participate in interactive lessons to increase engagement in their learning.				\$0.00
11	G1.B1.S2.A5	Student will use web-based programs to reinforce concepts previously taught throughout the school day.				\$0.00
12	G1.B1.S2.A6	Middle school strategist/interventionist will monitor and provide proactive services to students who are at risk for not meeting high school readiness indicators.				\$0.00
13	G1.B1.S3.A1	The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).				\$0.00
14	G1.B1.S3.A2	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).				\$153,401.82
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$142,500.00
			Notes: Complexity Pay per MOU paid in two installments 57 teachers			

Palm Beach - 0201 - John F. Kennedy Middle School - 2017-18 SIP
John F. Kennedy Middle School

	5100	200-Employee Benefits	0201 - John F. Kennedy Middle School	UniSIG		\$10,901.82
			<i>Notes: Fringe benefits for Complexity Pay as per District schedule 57 teachers</i>			
15	G1.B1.S4.A1	The District will facilitate the selection and hiring of Academic Success Tutors at the UniSIG schools.				\$126,756.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	160-Other Support Personnel	0201 - John F. Kennedy Middle School	UniSIG	4.0	\$81,900.00
			<i>Notes: Academic Success Tutors will provide tutorial support at the UniSIG schools. Rate: \$20,475 per Tutor (7.5 hours * \$15/hr * 182 days)</i>			
	5100	200-Employee Benefits	0201 - John F. Kennedy Middle School	UniSIG	4.0	\$44,856.00
			<i>Notes: Fringe benefits for Academic Success Tutors as per District benefit schedule @17.65% (\$3,614) +\$7600 health & life per Tutor</i>			
16	G1.B1.S4.A2	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.				\$0.00
17	G1.B1.S5.A1	The District will purchase Achieve 3000 licenses for and Chromebooks student laptops for implementation and use in grades 6-8.				\$127,838.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	0201 - John F. Kennedy Middle School	UniSIG		\$85,843.00
			<i>Notes: Achieve 3000 for John F. Kennedy Middle School = \$85,843</i>			
	5100	644-Computer Hardware Non-Capitalized	0201 - John F. Kennedy Middle School	UniSIG		\$41,995.00
			<i>Notes: Chromebooks and charging stations for students to use computer laptops to implement Achieve 3000 in grades 6-8 English Language Arts & Reading and grades 6 & 8 Social Studies classrooms using a small group rotational model of instruction. 15 teachers x 10 Chromebooks @ \$250 each = \$37,500 plus 5 charging carts @ \$899 Total Cost : \$41,995</i>			
18	G1.B1.S5.A2	Provide professional development for Achieve 3000 implementation.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0201 - John F. Kennedy Middle School	UniSIG		\$4,000.00
			<i>Notes: Substitutes to provide release time for teachers to participate in professional development opportunities.</i>			
					Total:	\$411,995.82