

The School District of Palm Beach County

John F. Kennedy Middle School



2019-20 Schoolwide Improvement Plan

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John F. Kennedy Middle School

1901 AVENUE S, Riviera Beach, FL 33404

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

Demographics

Principal: Ricky Clark

Start Date for this Principal: 6/6/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: D (40%) 2017-18: C (45%) 2016-17: D (37%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	TIER 1
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>96%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	D	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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.

Provide the school's vision statement.

John F. Kennedy Middle School envisions a dynamic, collaborative and multicultural community where education and lifelong learning are valued and supported. We are committed to helping our students reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Clark, Ricky	Principal	The principal is in charge of executing, overseeing, and monitoring all strategies and personnel with regards to the school improvement process.
Smith, Ronda	Assistant Principal	Ms. Smith is in charge of executing, overseeing and monitoring of: Professional Development/PLCs
Graydon, Dwight	Assistant Principal	Mr. Graydon will be in charge of executing, overseeing and monitoring the tutorial programs.
Nance, Timothy	Assistant Principal	Mr. Nance will be in charge of executing, overseeing and monitoring the technology programs. Before/After school, Saturday & Holiday camps
Weidenhamer, Leaha	Instructional Coach	Ms. Weidenhamer will be in charge of executing, overseeing and monitoring MTSS and mental health support for all students.
Foushee, Monique	Assistant Principal	Ms. Foushee will be in charge of executing, overseeing and monitoring the instructional coaches and the differentiation within the classrooms.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	275	307	275	0	0	0	0	857
Attendance below 90 percent	0	0	0	0	0	0	2	5	17	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	82	63	77	0	0	0	0	222
Course failure in ELA or Math	0	0	0	0	0	0	26	67	24	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	154	190	161	0	0	0	0	505

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	69	87	72	0	0	0	0	228

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	33	47	50	0	0	0	0	130
Students retained two or more times	0	0	0	0	0	0	1	4	3	0	0	0	0	8

FTE units allocated to school (total number of teacher units)

72

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported

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	58	62	60	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	44	47	54	0	0	0	0	145
Course failure in ELA or Math	0	0	0	0	0	0	49	58	29	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	0	159	156	156	0	0	0	0	471

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	81	82	80	0	0	0	0	243

Prior Year - Updated

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	58	62	60	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	44	47	54	0	0	0	0	145
Course failure in ELA or Math	0	0	0	0	0	0	49	58	29	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	0	159	156	156	0	0	0	0	471

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	81	82	80	0	0	0	0	243

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	25%	58%	54%	21%	56%	52%
ELA Learning Gains	39%	56%	54%	32%	57%	54%
ELA Lowest 25th Percentile	45%	49%	47%	31%	48%	44%
Math Achievement	27%	62%	58%	31%	61%	56%
Math Learning Gains	31%	60%	57%	43%	61%	57%
Math Lowest 25th Percentile	35%	53%	51%	37%	52%	50%
Science Achievement	11%	52%	51%	16%	53%	50%
Social Studies Achievement	60%	75%	72%	66%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	275 (0)	307 (0)	275 (0)	857 (0)
Attendance below 90 percent	2 (58)	5 (62)	17 (60)	24 (180)
One or more suspensions	82 (44)	63 (47)	77 (54)	222 (145)
Course failure in ELA or Math	26 (49)	67 (58)	24 (29)	117 (136)
Level 1 on statewide assessment	154 (159)	190 (156)	161 (156)	505 (471)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	29%	58%	-29%	54%	-25%
	2018	23%	53%	-30%	52%	-29%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	19%	53%	-34%	52%	-33%
	2018	20%	54%	-34%	51%	-31%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
08	2019	24%	58%	-34%	56%	-32%
	2018	27%	60%	-33%	58%	-31%
Same Grade Comparison		-3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	26%	60%	-34%	55%	-29%
	2018	26%	56%	-30%	52%	-26%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	14%	35%	-21%	54%	-40%
	2018	25%	39%	-14%	54%	-29%
Same Grade Comparison		-11%				
Cohort Comparison		-12%				
08	2019	13%	64%	-51%	46%	-33%
	2018	24%	65%	-41%	45%	-21%
Same Grade Comparison		-11%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	11%	51%	-40%	48%	-37%
	2018	26%	54%	-28%	50%	-24%
Same Grade Comparison		-15%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	72%	-16%	71%	-15%
2018	48%	72%	-24%	71%	-23%
Compare		8%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	64%	19%	61%	22%
2018	74%	62%	12%	62%	12%
Compare		9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	30	33	8	27	35		36			
ELL	20	44	45	23	31	44	9	44	80		
ASN	50	55		60	45						
BLK	24	37	41	25	31	33	11	63	89		
HSP	26	43	50	29	24	33	8	50	74		
MUL	30			40							
WHT	35	60		41	72						
FRL	25	40	45	27	30	35	11	60	88		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	43	51	12	39	33	9	27			
ELL	12	43	36	22	45	53	19	35			
BLK	24	49	59	29	47	45	29	50	81		
HSP	22	48	43	32	47	44	16	48	85		
MUL	27	36									
AMI					82						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT		50			50						
FRL	24	48	50	30	47	46	28	50	77		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	22	19	8	29	20	4	40			
ELL	13	31	29	30	43	36		52			
BLK	20	32	31	30	42	36	15	67	61		
HSP	24	34	26	32	46	41	15	47	45		
MUL	20			20							
WHT	22	24		44	50						
FRL	21	32	31	30	43	38	16	65	63		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	53
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science achievement has shown a decline over the past two years. Our recent scores indicate that only 11% of our student population scored a Level 3 or higher, which is a 17% decline from FY18. When looking at our grade level data, our 8th graders scored 26% in FY18 and in FY19 the 8th graders scored 11%. The contributing factors which led to this decline was the challenge in filling 6th and 7th grade science positions with highly qualified/certified teachers.

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

The data components which shows the greatest decline from 2018 are:

- * Math achievement declined from 30% previous year to 27% 2019 resulting in a 3% decline.
- * Math learning gains declined from 47% in 2018 to 35% in 2019, resulting in a 12% decline.
- * Math L25 decreased from % in 2018 to 45% in 2019, resulting in a 5% decline.
- * ELA learning gains decreased from 48% in 2018 to 39% resulting in a 9% decline.
- * ELA L25 decreased from 50% in 2018 to 45% in 2019, resulting in a 5% decline.
- * Science declined from 28% in 2018 to 11% in 2019, resulting in a 17% decline.

The contributing factors which led to these declines are:

While the school employed certified teachers, many were new and are still developing their instructional capacity. JFKMS replaced 22 positions during FY19. These positions were filled with new, inexperienced teachers. In addition, we had several teachers to resign mid-year leaving those positions vacant and lacking certified teachers, resulting in other teachers adding a 6th period to their day of instruction.

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.

Science achievement gap between the school at 11% and the state, at 51% is a -40%.

The factors that contributed to the decline in student achievement were a lack of content being taught in 6th and 7th grade. A lack of certified teachers who could effectively teach the standards in 6th and 7th grade to prepare the students for the 8th grade assessment.

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

Civics increased from 48% in 2018 to 56% in 2019, resulting in an increase of 8%.

During the 2019 school year JFK implemented a co-teaching model, while engaging students in use of academic games and project based learning to teach the standards.

- * ELA achievement increased by 1% from 24% in 2018 to 25% in 2019.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

- * Course Failure in ELA and Math
- * Level 1 on State Assessments

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

Increase Science scores to 45 percent achievement

Increase LG to 60% in ELA and Math

Increase Achievement in ELA and Math to 40%

Increase Civics achievement to 65%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>Provide effective and relevant instruction to improve student achievement in alignment with LTO #2 - High School Readiness</p> <p>The District's Strategic Plan identifies the Long Term Outcomes (LTOs), Objectives, and Initiatives to support the goals of the 2016-21 Strategic 5-Year Plan. LTO #2, Ensure High School Readiness, focuses on academic achievement, behavior, and engagement of students.</p>
Rationale	<p>John F. Kennedy Middle School (JFK) has been designated for Comprehensive Support and Improvement (CS&I) by FDOE due to its School Grade History of two D's in the last three years. The gap between JFK's 2019 ELA Achievement (25) and the District average (58) is 33 percentage points. The gap between JFK's 2019 Mathematics Achievement (27) and the District average (62) is 35 percentage points. Science Achievement declined from 28 percentage points to 11 percentage points in 2019, reflecting a gap with the District of 41 percentage points. ESSA data shows SWD (21), Hispanic (37), Multi-racial (35), and ELLs (38) do not meet the required federal threshold of 41 percentage points.</p>
State the measurable outcome the school plans to achieve	<ul style="list-style-type: none"> - ELA Level 3+: From 25% to 40%, increase 15% - ELA Learning Gains: From 39% to 60%, increase 41% - ELA Low 25: From 45% to 60%, increase 15% - Math Level 3+: From 27% to 40%, increase 13% - Math Learning Gains: From 31% to 60%, increase 29% - Math Low 25: From 35% to 60%, increase 25% - Science Level 3+: From 11% to 45%, increase 34% - Civics Level 3+: From 60% to 65% - School attendance 8th grade (LTO2 indicator) by 10%. - LTO2 Index: Cut the gap from FY19 (30.9) to FY20 target (53.8) by half = 43% - Total points earned: From 360 to 520 points - Percentage earned: From 40 % to 57%, increase 17% - School Grade: From D to B - ESSA subgroups: SWD increase of 5%, Hispanics increase of 7%, ELLs 5%, and Multi-racial 7%
Person responsible for monitoring outcome	<p>Ricky Clark (ricky.clark@palmbeachschools.org)</p>
Evidence-based Strategy	<p>The following strategies are aligned with the school's UniSIG allocation:</p> <ol style="list-style-type: none"> 1. Instructional Tutors in grades 6-8 will provide instructional supports for high-needs learners. (UniSIG) 2. Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards-based instruction. (UniSIG) 3. Tutorials: Teachers will facilitate tutorials for high needs students beyond the regular school day to provide additional targeted and strategic instruction. (UniSIG) 4. Instructional Coaching: Instructional Coaches will model, coach, and support teachers facilitating tutorials outside of the regular school day to provide job-embedded professional development. (UniSIG)

5. Personalized, Online Learning: Online learning platforms targeted for increasing student's mastery of the Florida standards in reading/ELA, mathematics, science, and social studies will provide personalized instruction that is targeted to meet students' specific academic needs. (UniSIG)

6. Comprehensive Attendance and Behavior Intervention Plans to ensure students are high school ready (LTO#2).

1. Instructional Tutors in grades 6-8 will provide additional support and ensure that the differentiated needs of students are met, will allow for a small group rotational model of instruction, reteaching, remediation, and acceleration.

2. Developing teachers' instructional expertise through strategic professional learning in PLCs will accelerate student learning to meet grade level proficiency.

Rationale for Evidence-based Strategy

3. Tutorials ensure students receive targeted, strategic instruction based on academic needs through data analysis, particularly for 8th graders to meet high school readiness.

4. Coaching ensures tutorial instruction is strategic, data-driven, and effective in meeting students' differentiated needs and enhances teacher's capacities for students mastery.

5. Online learning platforms will provide personalized instruction that is targeted to meet students' specific academic needs and provide differentiated support to accelerate students to grade level proficiency.

6. Comprehensive Attendance and Behavior Intervention Plans will decrease the number of out-of-school suspensions, provide restorative justice and ensure continued learning.

Action Step

1. Instructional Tutors:

- a. Employ 12 paraprofessionals to serve as academic tutors, 4 per grade level.
- b. Identify students needing strategic support and create schedules.
- c. Tutors will push into classrooms to provide differentiated instruction. Small group instruction will target ESSA sub groups SWD, Hispanics, ELLs, and Multiracial.
- d. School Leadership will monitor lesson plans, data analysis and conduct walk-throughs, particularly in 8th grade to ensure high school readiness.

2. Professional Development/Professional Learning Communities:

- a. Instructional staff engage in 20 hours of PD outside the regular school day.
- b. PD/PLCs will focus on data analysis and effective instruction.
- c. Teachers will work collaboratively in PLCs to plan and develop lessons aligned to the standards.
- d. PD will focus on instructional needs and building expertise for using online learning platform.
- e. Leadership will monitor via data analysis/student progress, attendance, evidence of PD implementation with fidelity (classroom walks) and lesson plan review.

Description

3. Tutorials:

- a. Employ 10 teachers to facilitate tutorials for high needs students beyond the regular school day (145 hours of tutorial instruction) on Saturdays from mid-September through April and during the winter and spring breaks.
- b. Targeted instructional materials will be purchased and assembled from Title I and UniSIG resources.

- c. Students transportation will be provided using District busses.
- d. Students will be selected and grouped based on the results from FY19 FSA/ EOCs, FSQs, USAs and Winter Diagnostics; specifically for the ESSA identified sub groups: SWD, Hispanics, ELLs, and Multiracial.
- e. Tutorials will focus on student needs by content areas. Students will rotate among content experts.
- f. Leadership will monitor via data analysis/student progress, attendance, evidence of PD implementation with fidelity (classroom walks) and lesson plan review.

4. Instructional Coaching:

- a. Employ 3 Instructional Coaches to provide support for teachers during tutorials.
- b. Coaches will model, coach, and support teachers facilitating tutorials, provide job-embedded professional development to ensure tutorial instruction is strategic, data-driven, and effective in meeting students' differentiated needs for improving achievement.
- c. Leadership will monitor via data analysis/student progress, attendance, evidence of PD implementation with fidelity (classroom walks) and lesson plan review.

5. Online Learning Platforms:

- a. The school will purchase a school-wide license for SuccessMaker (math) and iReady Reading Diagnostic and Instruction.
- b. Students will be supported through the adaptive technology programs which will provide remediation and enrichment as needed; specifically for the ESSA identified sub groups: SWD, Hispanics, ELLs, and Multiracial.
- c. Leadership will monitor via data analysis/student progress, and student participation within programs.

6. Comprehensive Attendance and Behavior Intervention Plans:

- a. Develop the Alternative Learning Community (ALC), with Behavior Specialist utilizing Restorative Justice and Coaches ensuring instruction in reading and math during ALC. Students will complete a reflection as an Exit Ticket.
- b. Develop the Attendance Intervention Plan. Utilize the three grade level Guidance Counselors and ESOL Guidance Counselor to monitor student attendance biweekly and initiate interventions after 3 consecutive absences or 4 absences per quarter. Interventions will include letters for parents and home visits.
- c. Leadership will monitor using the Principals' Dashboard.

Person

Responsible

Ricky Clark (ricky.clark@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students participate in activities and studies including, but not limited to International Baccalaureate Middle Years Program (IBMYP) program related to the variety of cultures and studies of:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

John F. Kennedy Middle School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring SwPBS through data and through AVID strategies, lessons and resources. JFKMS will provide mentoring of our male students to support and foster positive relationships with all.

For SY20, JFK has initiated a new School Wide Comprehensive Discipline intervention Plan to decrease the number of out-of-school suspensions and provide an alternative solution to address student behavior needs. The curriculum for Comprehensive Discipline intervention Plan known as the Alternative Learning Community (ALC) includes Restorative Justice facilitated by the Behavioral Specialist, instruction in reading and math provided by the Coaches during ALC, and a student reflection requirement submitted as an Exit Ticket.

In addition, JFK has initiated an School wide Comprehensive Attendance Intervention Plan for SY20. Four Guidance Counselors (1 for each grade level and one for ESOL program) monitor student attendance biweekly and initiate interventions after 3 consecutive absences or 4 per quarter. Interventions include nudge letters for parents and, if needed, home visits.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

PFEP can be found via Federal Programs.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

To support and develop student emotional needs JFKMS has the following:

*Teachers are trained in Kognito to recognize warning signs, initiate conversations and refer students to the

appropriate support services.

*The school hired three additional guidance counselors and a mental health behavior health professional.

* Morning Motivation (daily): provide students with academic and behavioral expectations, motivational pep talks and build student character and relationships.

*Viking Bash supports all new incoming students and parents to the school. We review all expectations and rules. We provide information regarding schedules, introduce the staff and club sign-up.

*Our school integrates a 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

PLC's. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

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

JFK hosts annual event Viking Bash to support all new incoming students and parents to the school. We review all expectations and rules. We provide information regarding schedules, introduce the staff and club sign-up.

We invite high schools to present and promote their choice programs to educate our students on the various opportunities they have for high school.

JFK has established partnerships with the City of Riviera Beach who support JFK with mentoring, volunteering, and student activities.

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.

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

All members of the school staff participate in professional 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.

John F. Kennedy Middle School's data-based problem-solving process for implementing and monitoring of SBT 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 6 reading teachers who offer intensive instruction and one Reading and Math Coach serving all three grade levels.

Assistant principals, instructional coaches, SSCC, and area specialists serve as teacher support systems.

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 Reading and Math Coach and SSCC to assist teachers in implementing instructional programs.

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 to work with District personnel to ensure parents are aware of the resources available to support the family socially, emotionally and academically.

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. In addition, The AVID program provides students with the skills necessary to prepare them for college and career readiness and the opportunity to visit colleges and have college representatives come to our school.

Part V: Budget

1	III.A.	Areas of Focus: Provide effective and relevant instruction to improve student achievement in alignment with LTO #2 - High School Readiness				\$381,418.15
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6400	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$15,000.00	
		<i>Notes: Salaries-Per School District contractual agreement, teachers are paid at a rate of \$25/hour for additional work outside of the regular teacher duty day (part time in system work). Teachers will be paid to attend collaborative planning and/or PD. Teachers will attend 20 hours \$25/hour x 30 teachers = \$15,000.</i>				
6400	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$1,350.00	
		<i>Notes: Retirement - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 9%</i>				
6400	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$1,148.00	
		<i>Notes: FICA (Social Security and Medicare) for PD -Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 7.65%</i>				
6400	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$1,350.00	
		<i>Notes: Group Insurance for PD- Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 9%</i>				
6400	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$210.00	
		<i>Notes: Workers Compensation for PD - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 1.4%</i>				
6400	250-Unemployment Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$45.00	
		<i>Notes: Unemployment Compensation - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: .30%</i>				
5100	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$50,750.00	
		<i>Notes: Salaries-Per School District contractual agreement, teachers are paid \$25/hour for facilitating out-of-school tutorials. 10 teachers will facilitate tutorials for 10 weeks in the fall and 10 weeks in winter as follows: 1.5 hours per teacher after school 4 days a week and during spring break school for 4 days, 6 hours each day. This totals 2030 tutorial hours @ \$25/hr = \$50,750.</i>				
5100	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$4,568.00	
		<i>Notes: Retirement - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 9%</i>				
5100	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$3,883.00	

			<i>Notes: FICA (Social Security and Medicare) - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 7.65%</i>		
5100	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$4,568.00
			<i>Notes: Group Insurance - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 9%</i>		
5100	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$711.00
			<i>Notes: Workers Compensation - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 1.4%</i>		
5100	250-Unemployment Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$153.00
			<i>Notes: Unemployment Compensation - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: .30%</i>		
5100	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$7,992.00
			<i>Notes: Salaries-Per School District contractual agreement, coaches are paid their hourly rate for facilitating coaching beyond the regular school day. Three (3) Coaches (1 ELA, 1 Math and 1 Science) will be paid to provide coaching during 68 hours of tutorials throughout the school year (\$39 average daily rate * 3 coaches * 68.3 hours = \$7992)</i>		
5100	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$720.00
			<i>Notes: Retirement -Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 9%</i>		
5100	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$612.00
			<i>Notes: FICA (Social Security and Medicare) - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 7.65%</i>		
5100	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$720.00
			<i>Notes: Group Insurance for - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 9%</i>		
5100	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$112.00
			<i>Notes: Workers Compensation for PD - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 1.4%</i>		
5100	250-Unemployment Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$24.00
			<i>Notes: Unemployment Compensation for PD - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: .30%</i>		
5100	510-Supplies	0201 - John F. Kennedy Middle School	UniSIG		\$19,030.15
			<i>Notes: Supplies for tutorial include mentor texts from First Book Market Place (\$3,610.85) and paper, folders, pens, pencils, markers, colored pencils, anchor charts and chart paper, and other supplies for students' use during the tutorial sessions (\$15,118.31) = \$18,729.16 (rounded down to \$18,729.)</i>		
7800	790-Miscellaneous Expenses	0201 - John F. Kennedy Middle School	UniSIG		\$12,000.00
			<i>Notes: Transportation of students for after school/Saturday tutorials, winter break and spring break tutorials, and summer tutorials, as needed, using District buses and drivers.</i>		

5100	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$172,800.00
		<i>Notes: Salaries - Non Certified Out of System Long Term Tutors \$15/per hour x 6 hours/per day x 160/days = \$14,400 x 12 Tutors (4 per grade 6-8)</i>			
5100	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$15,552.00
		<i>Notes: Retirement - Per District FY 2019 Fringe Benefit Rate Schedule for Long Term Temporary Out-of-System: 9%</i>			
5100	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$13,220.00
		<i>Notes: FICA (Social Security and Medicare) -Per District FY 2019 Fringe Benefit Rate Schedule for Long Term Temporary Out-of-System: 7.65%</i>			
5100	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$15,552.00
		<i>Notes: Group Insurance - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: 9%</i>			
5100	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$2,420.00
		<i>Notes: Workers Compensation - Per District FY 2019 Fringe Benefit Rate Schedule for Temporary Out-of-System: 1.4%</i>			
5100	250-Unemployment Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$519.00
		<i>Notes: Unemployment Compensation for Temporary Out-of-System - Per District FY 2019 Fringe Benefit Rate Schedule for Supplemental Hourly Pay: .30%</i>			
5100	369-Technology-Related Rentals	0201 - John F. Kennedy Middle School	UniSIG		\$36,409.00
		<i>Notes: Technology rentals - Site-based licenses for all students in grades 6-8 to engage in personalized math and literacy, instruction using Pearson SuccessMaker (\$10,300) and iReady Reading Diagnostic and Instruction (\$26,108.84) = \$36,408.84 rounded up to \$36,409.</i>			
				Total:	\$392,136.00