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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.

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, position title, and job duties/responsibilities 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 and english instruction
Graydon, Dwight	Assistant Principal	Mr. Graydon will be in charge of executing, overseeing and monitoring the tutorial programs and science instruction.
Nance, Timothy	Assistant Principal	Mr. Nance will be in charge of executing, overseeing and monitoring the technology programs. Before/After school, Saturday & Holiday camps and social studies instruction
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 and literacy initiative in elective courses.

Demographic Information

Principal start date

Wednesday 6/6/2018, Ricky Clark

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

Total number of teacher positions allocated to the school

69

Demographic Data

2020-21 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)	[Data Not Available]
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 .	

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	299	313	260	0	0	0	0	872
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	0	0	0	0	0	0	23	44	19	0	0	0	0	86
Course failure in Math	0	0	0	0	0	0	5	38	13	0	0	0	0	56
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	96	93	120	0	0	0	0	309
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	92	70	130	0	0	0	0	292
ELA midyear Diag Lev 1 & 2	0	0	0	0	0	0	150	212	159	0	0	0	0	521
Math midyear Diag Lev 1 & 2	0	0	0	0	0	0	121	163	131	0	0	0	0	415

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	27	49	42	0	0	0	0	118
Students retained two or more times	0	0	0	0	0	0	1	4	2	0	0	0	0	7

Date this data was collected or last updated

Tuesday 5/26/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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						
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. In addition, those teaching 8th grade science had never taught it in prior years. Science scores often mimic the reading scores, which did not occur, which lets us know we need to increase reading in the content areas.

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. There also has been instability and inconsistency in terms of teachers staying with their classes for the whole year.

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. There had also been a lack of professional development for science teachers on reading in the content area. Students struggle to retain and understand scientific vocabulary which in turn causes students comprehension of concepts to decrease.

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. There was an emphasis on a research projects in which students investigate and address issues on relevant topics. Through the use of formative assessments teachers are able to consistently monitor student mastery of standards, and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and under performance through parent phone calls and conferences. In addition, they sent home bi-weekly progress reports that parents had to sign. Both teachers held all students to high expectations.

- * 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?

Level 1 on State Assessments -44% of students scored a level 1 on the state assessment in math and 46% scored a level 1 on the state assessment for ELA. Based on this data trend our focus will be to increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. ELL and SWD students will be targeted through various modes of instruction, including technology, small group, tutorials ,data chats and student monitoring.

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

1. ESSA Subgroups/ Academic Improvement and Achievement/ emphasis on SWD Based on our ESSA subgroup data from FY19, we determined that the ESSA subgroups need to be focused upon to close achievement gaps. In terms of the SWD students. They have not shown growth at the rate of their peers. In addition, we will focus on our ELL population, as we have an increase of almost 30% in the past two years.
2. Increase Science scores to 45 percent achievement. The contributing factors which led to this decline was the challenge in filling 6th and 7th grade science positions with highly qualified/certified teachers. In addition, those teaching 8th grade science had never taught it in prior years. Science scores often mimic the reading scores, which did not occur, which indicates that we need to increase reading in all content areas.
3. Increase LG to 60% in ELA and Math. Both areas need to increase their learning gains due to contributing factors of instability of content area teachers and lack of foundational skills in math of students. Our students enter with large deficiencies in reading comprehension and writing, these impede our teachers' ability to dive into grade level standards. It is vital that remediation occur, to close our achievement and learning gaps.
4. Increase Achievement in ELA and Math to 40%. Both areas need to increase their learning gains due to contributing factors of instability of content area teachers and lack of foundational skills in math of students. Our students enter with large deficiencies in reading comprehension and writing, these impede our teachers' ability to dive into grade level standards. It is vital that remediation occur, to close our achievement and learning gaps.
5. Increase Civics achievement to 65%. Although Civics is our highest performing areas, we are still below the state average of 72% and district average of 75%. Keeping with the same momentum as in the previous year, we are encouraging our teachers to continue on the same trajectory.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

If we focus on clear instructional practices to meet the needs of all students then we will ensure a positive outcome of student learning. Our goal is to increase our proficiency rate to 40% with 60 % learning gains, through a school-wide literacy plan in which we will establish a single-school culture that fosters and infuses strong reading comprehension skills cross-curricular.

Currently 60 percent of our instructional staff have less than 7 years of teaching in which their pedagogical knowledge is continually developing. Using diagnostic results, teachers that utilized effective instructional practices in the classroom saw positive increases in student achievement on their diagnostic results. Therefore, training, planning, support, and coaching in instructional practices using data will be paramount in reaching our goals in English.

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.

- ELA Level 3+: From 25% to 40%, increase 15%
- ELA Learning Gains: From 39% to 60%, increase 21%
- ELA Low 25: From 45% to 60%, increase 15%

When looking at our mid-year data we were at 36% proficiency, 4% away from our goal. Our ESSA subgroups all demonstrated growth in ELA;

- SWD - +6% from 4% to 10%
- ELL - +3% from 7 to 10
- Hispanics - +11 from 28% to 39%

Measureable Outcome:

Our goal is to increase:
 23% to 40% of our students proficient in English on FSA,
 39% to 60% of our students making overall learning gains in English
 45% to 60% of our low 25% of our students making learning gains in English

Our goal for all ESSA subgroups to increase 6%.

Person responsible for monitoring outcome:

Ricky Clark (ricky.clark@palmbeachschools.org)

Evidence-based Strategy:

1. Small Group Differentiated Instruction: The school will utilize Out-of-System Tutors to provide strategic, differentiated 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. Hiring an AVID teacher and International Baccalaureate trained teachers will aid in our efforts to infuse strategies and resources school-wide that focus on supporting college and career readiness.

1. Out of System Tutors ensure that the differentiated needs of students are met and 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 ensure teachers are planning data-informed instruction that can accelerate student learning to mastery of the standards.

3. Tutorials ensure students receive targeted, strategic instruction based on academic needs and are on target for high school readiness.

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

5. Online learning platforms provide personalized instruction targeted to meet students' academic needs and provide differentiated supports.

6. AVID's mission is to close the achievement gap and prepare students for CCR. International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who can create a more peaceful world through intercultural understanding and respect.

Rationale for Evidence-based Strategy:

Action Steps to Implement

1. Out of System Tutors:

- a. The school will utilize 9 Out of System Tutors in grades 6-8 to provide additional differentiated instruction to improve students' literacy achievement through instruction in ELA, mathematics, social studies, and science classrooms.
- b. Identify students needing strategic support and create schedules.
- c. Tutors will push into classrooms to provide differentiated instruction. Small group instruction will target level 1 and 2 students including 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. (AP's and Coaches)

Person Responsible Leaha Weidenhamer (leaha.weidenhamer@palmbeachschools.org)

2. Professional Development/Professional Learning Communities:

- a. Teachers will engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index.
- b. Instructional staff will complete 20 hours of PD/PLC/CP outside the regular school day.
- c. Coaches will conduct content specific PD's and PLC's to support teachers in being able to teach the Primary Standards through Best Practice Strategies while addressing foundational gaps through

Secondary Standards and Skills. They will support Core teachers' instructional alignment of standards and best practice. Resources: iReady, Florida Standards, Florida Standard Implementation Guide Components for Math (6-8 Focus Document for, Algebra 1 & Geometry), Mathematics Instructional Toolkit, Middle Grades Science Toolkit, Civics Toolkit, Florida Item Specifications, C-Palms, District Support, Academic Tutors,

d. PD will focus on instructional needs and building expertise for using online learning platform.

e. Tutors and teachers will be provided professional development on schoolwide reading initiative.

f. Leadership will monitor via data analysis/student progress, attendance, evidence of PD implementation with fidelity (classroom walks) and lesson plan review. (AP's and Coaches)

Person Responsible Ronda Smith (ronda.j.smith@palmbeachschools.org)

3. Tutorials:

a. 15 teachers will facilitate tutorials for high needs students beyond the regular school day (144 hours of tutorial instruction) before or after school, on Saturdays, during the vacation breaks and/or during the summer 2021.

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. (AP's and Coaches)

Person Responsible Monique Foushee (monique.foushee@palmbeachschools.org)

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. Strong emphasis will be focused on intensive and strategic progress monitoring of targeted students (ESSA subgroups, L25), Instructional Staff with 0-3 years experience and content areas with substantial decline in student achievement, based on last year's drop in proficiency. In order to be purposeful in our instruction, we must assess students' academic performance, quantify a student rate of improvement or responsiveness to instruction, and use data to evaluate the effectiveness of instruction.

d. Leadership will monitor via data analysis/student progress, attendance, evidence of PD implementation with fidelity (classroom walks) and lesson plan review. (AP's and Coaches)

Person Responsible Dwight Graydon (dwight.graydon@palmbeachschools.org)

5. Online Learning Platforms:

a. The school will purchase school-wide licenses to provide personalized, differentiated instruction in math and ELA.

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. (AP's and Coaches)

Person Responsible Timothy Nance (timothy.nance@palmbeachschools.org)

6. AVID/IB

- a. Identify and fund an AVID teacher position to serve as a coach for job-embedded PD to build capacity for rigorous college and career readiness in alignment IB and AVID.
- b. Train current IB Coordinator and send team of teachers to IB training to ensure school meets the IB requirements and to build a cadre of teachers with the skills to facilitate rigorous college and career ready instruction.
- c. Increase teacher capacity to implement and execute AVID and IB strategies to support school-wide literacy plan and college and career readiness.
- d. Ensure incoming students are taught and understand how to utilize past and current AVID strategies and the IB philosophies to develop a plan in which strategies are aligned with the school-wide literacy plan in all content areas.
- e. Programs will be monitored by leadership via lesson plan review, data analysis/student progress, observation and student participation within programs. (AP's and Coaches)

Person**Responsible**

Leaha Weidenhamer (leaha.weidenhamer@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

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 Health Professional, 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. 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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

JFK incorporates the International Baccalaureate program, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals.

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. 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.

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

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

At JFK we strive to ensure that parents are highly involved with students learning. Parents are informed via call outs, social media, website. Parents become a part of the community through open house, parent information nights, sports events, data chats, extracurricular activities, and band performances. Monthly SAC meetings are held. SAC is an important part of the decision making regarding the development and execution of the school improvement plan. Parents and Community members are invited to be a part of the meetings and support the schools initiatives and plans towards school improvement.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$366,698.23
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	750-Other Personal Services	0201 - John F. Kennedy Middle School	UniSIG		\$114,660.00
			<i>Notes: The school will utilize 6 Out-of-System Tutors in grades 6-8 to ensure small group differentiated instruction in the classroom. \$15/per hour x 7 hours/per day x 182/days = \$19,110 * 6 = \$114,660</i>			
	5100	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$12,040.00
			<i>Notes: Retirement - Out of System Tutors - FY21 District Fringe Benefit Rate of 10.5%</i>			
	5100	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$8,772.00
			<i>Notes: FICA (Social Security and Medicare) - Out of System Tutors - FY21 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>			
	5100	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$1,950.00
			<i>Notes: Workers Compensation/Unemployment - Out of System Tutors - FY21 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>			
	6400	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$15,000.00
			<i>Notes: Salaries - Teachers - 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) to participate in Collaborative Planning/PLCs and Professional Development. 30 teachers * 20 hours * \$25/hour = \$15,000 (SDPBC Code = 180)</i>			
	6400	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$1,575.00
			<i>Notes: Retirement - Teachers In-System Work - FY21 District Fringe Benefit Rate of 10.5%</i>			
	6400	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$1,148.00
			<i>Notes: FICA (Social Security and Medicare) - Teachers In-System Work - FY21 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>			
	6400	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$1,350.00
			<i>Notes: Group Insurance (Life and Health) - Teachers In-System Work - FY21 District Fringe Benefit Rate of 9% (SDPBC Code = 210)</i>			
	6400	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$255.00
			<i>Notes: Workers Compensation/Unemployment - Teachers In-System Work - FY21 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>			
	5100	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$43,200.00
			<i>Notes: Salaries-Per School District contractual agreement, teachers are paid \$25/hour for facilitating out-of-school tutorials for students. 12 Teachers will be paid the District approved tutorial rate to facilitate 144 hours of tutorial instruction after school, on Saturdays, during holiday breaks and/or during the summer 2021. \$25/hr * 144 hours = \$3,600 * 12 teachers = \$43,200 (SDPBC Code = 180)</i>			
	5100	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$4,536.00

			<i>Notes: Retirement - Teacher Tutorials - FY21 District Fringe Benefit Rate of 10.5%</i>		
5100	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$3,305.00
			<i>Notes: FICA (Social Security and Medicare) - Teacher Tutorials - FY21 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>		
5100	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$3,888.00
			<i>Notes: Group Insurance (Life and Health) - Teacher Tutorials - FY21 District Fringe Benefit Rate of 9% (SDPBC Code = 210)</i>		
5100	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$735.00
			<i>Notes: Workers Compensation/Unemployment - Teacher Tutorials - FY21 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>		
6400	130-Other Certified Instructional Personnel	0201 - John F. Kennedy Middle School	UniSIG		\$4,800.00
			<i>Notes: Salaries-Per School District contractual agreement, Teachers are paid at the District negotiated rate of \$32/hour for facilitating professional development beyond the regular school day/year. 50 hours * \$32/hr = \$1,600 * 3 coaches = \$4,800 (SDPBC Code = 180)</i>		
6400	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$605.00
			<i>Notes: Retirement - Coaches Facilitating PD - FY21 District Fringe Benefit Rate of 10.5%</i>		
6400	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$441.00
			<i>Notes: FICA (Social Security and Medicare) - Coaches Facilitating PD - FY21 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>		
6400	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$519.00
			<i>Notes: Group Insurance (Life and Health) - Coaches Facilitating PD - FY21 District Fringe Benefit Rate of 9% (SDPBC Code = 210)</i>		
6400	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$98.00
			<i>Notes: Workers Compensation/Unemployment - Coaches Facilitating PD - FY21 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>		
5100	360-Rentals	0201 - John F. Kennedy Middle School	UniSIG		\$37,540.00
			<i>Notes: Curriculum resources to enhance foundation level skills and support student mastery of the Florida Standards. Curriculum Associates ELA Q# 206114.1 for \$27,919.95 Edmentum Math Q#-257769 for \$4,657.50; Edmentum Civics Q-231592 for \$1962.50; Gizmos Science for \$3000 total = \$37,539.95</i>		
6400	330-Travel	0201 - John F. Kennedy Middle School	UniSIG		\$12,032.00
			<i>Notes: 8 teachers will attend the AVID Institute in Orlando June 2021 to build knowledge and abilities to implrment the AVID College Readiness System and reinforce the work of our AVID teacher. Participants will learn and practice implementation of stratgies, activities, and lessons focused on WICOR (Writing, Inquiry, Collaboration, Organization and Reading) methodoogoes to facilitate students access to rigorous academics across all content areas. The costs are calculated as follows: \$650 registration; hotel for 4 days/3 nights 3 * 159/night = \$477; mileage and tolls \$170; hotel parking for 3 days * \$17/day = \$51; Per diem meal allowance \$39/day* 4 days = \$156 = \$1504 per person. 8 teachers * \$1,504 = \$12,032.</i>		
5100	510-Supplies	0201 - John F. Kennedy Middle School	UniSIG		\$12,592.23

			<i>Notes: Supplies to support AVID/IB and tutorials and small group instruction including printer ink, colored paper, chart paper, binders, dividers, index cards, copy paper, highlighters, pencils, pens, whiteboard markers and erasers, whiteboards, markers, and similar materials.</i>		
7800	160-Other Support Personnel	0201 - John F. Kennedy Middle School	UniSIG		\$2,040.00
			<i>Notes: Salary for Bus Driver to drive school owned bus for transporting students who need transportation to and from school to attend the extended day/year tutorials. Hourly rate for Bus Driver at \$17/ hour * 20 days * 6 hours per day = \$2040 (SDPBC Code = 180)</i>		
7800	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$214.00
			<i>Notes: Retirement - Bus Driver In-System - FY21 District Fringe Benefit Rate of 10.5%</i>		
7800	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$156.00
			<i>Notes: FICA (Social Security and Medicare) - Bus Driver In-System - FY21 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>		
7800	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$184.00
			<i>Notes: Group Insurance (Life and Health) - Bus Driver In-System - FY21 District Fringe Benefit Rate of 9% (SDPBC Code = 210)</i>		
7800	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$35.00
			<i>Notes: Workers Compensation/Unemployment - Bus Driver In-System - FY21 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>		
7800	460-Diesel Fuel	0201 - John F. Kennedy Middle School	UniSIG		\$1,000.00
			<i>Notes: Diesel gasoline for school-owned school bus for transporting students who need transportation to and from school to attend the extended day/year tutorials. 20 trips * \$50 fuel per trip = \$1000</i>		
6400	130-Other Certified Instructional Personnel	0201 - John F. Kennedy Middle School	UniSIG	1.0	\$62,100.00
			<i>Notes: AVID classroom teacher to provide coaching and job-embedded PD for building capacity for rigorous college and career readiness in alignment IB and AVID. FY21 Standard Salary rate for Teacher serving as an Instructional Coach.</i>		
5100	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$6,521.00
			<i>Notes: Retirement - AVID Teacher - FY21 District Fringe Benefit Rate of 10.5%</i>		
5100	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$4,751.00
			<i>Notes: FICA (Social Security and Medicare) - AVID Teacher - FY21 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>		
5100	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$7,600.00
			<i>Notes: Group Insurance- AVID Teacher - FY21 District Fringe Benefit Rate of \$7600 per person (SDPBC Code = 210)</i>		
5100	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$1,056.00
			<i>Notes: Workers Compensation/Unemployment - AVID Teacher - FY21 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>		
Total:					\$377,904.75