

The School District of Palm Beach County

John F. Kennedy Middle School



2021-22 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.

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 Language Arts instruction, and serves as the Grade 6 administrator.
Nance, Timothy	Assistant Principal	Mr. Nance is in charge of executing, overseeing and monitoring the technology programs, Before/After school, Saturday & Holiday camps and social studies instruction. He also serves as the 7th grade administrator.
Graydon, Dwight	Assistant Principal	Mr. Graydon is in charge of executing, overseeing and monitoring the International Baccalaureate programs and science instruction.
Weidenhamer, Leah	Instructional Coach	Ms. Weidenhamer is in charge of executing, overseeing and monitoring MTSS and mental health support for all students. She helps monitor literacy support.
Foushee, Monique	Assistant Principal	Ms. Foushee is in charge of executing, overseeing and monitoring reading curriculum, instructional coaches and the differentiation within the classrooms and literacy initiative in elective courses. She also serves as the 8th grade administrator.

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.*

16

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

821

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	272	283	248	0	0	0	0	803
Attendance below 90 percent	0	0	0	0	0	0	122	15	22	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	24	38	27	0	0	0	0	89
Course failure in ELA	0	0	0	0	0	0	3	70	61	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	2	24	25	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	111	166	127	0	0	0	0	404
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	132	147	135	0	0	0	0	414
Number of students with a substantial reading deficiency	0	0	0	0	0	0	104	103	102	0	0	0	0	309
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	194	190	183	0	0	0	0	567
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	192	153	102	0	0	0	0	447

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	175	30	27	0	0	0	0	232

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/6/2021

2020-21 - 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	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

2020-21 - 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	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
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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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				25%	58%	54%	24%	56%	53%
ELA Learning Gains				39%	56%	54%	48%	57%	54%
ELA Lowest 25th Percentile				45%	49%	47%	50%	49%	47%
Math Achievement				27%	62%	58%	30%	61%	58%
Math Learning Gains				31%	60%	57%	48%	61%	57%
Math Lowest 25th Percentile				35%	53%	51%	47%	54%	51%
Science Achievement				11%	52%	51%	28%	55%	52%
Social Studies Achievement				60%	75%	72%	51%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	29%	58%	-29%	54%	-25%
Cohort Comparison						
07	2021					
	2019	19%	53%	-34%	52%	-33%
Cohort Comparison		-29%				
08	2021					
	2019	24%	58%	-34%	56%	-32%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	26%	60%	-34%	55%	-29%
Cohort Comparison						
07	2021					
	2019	14%	35%	-21%	54%	-40%
Cohort Comparison		-26%				
08	2021					
	2019	13%	64%	-51%	46%	-33%
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	11%	51%	-40%	48%	-37%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	72%	-16%	71%	-15%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	64%	19%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Most Recent 2021 FSA, NGSS, and EOC data as compared to 2019 data of students scoring level 3 and above:

- 6th grade ELA 29% level 3 and above; no change from 2019
- 7th grade ELA level 3 and above increased from 19% in 2019 to 28% in 2021 (+9)
- 8th grade ELA level 3 and above increased from 24% in 2019 to 28% in 2021 (+4)
- 6th grade Math level 3 and above decreased from 26% in 2019 to 16% in 2021 (-10)
- 7th grade Math level 3 and above increased from 14% in 2019 to 19% in 2021 (+5)
- 8th grade Math level 3 and above increased from 13% in 2019 to 31% in 2021 (+18)
- 7th grade Civics level 3 and above increased from 56% in 2019 to 68% in 2021 (+12)
- 8th grade Science level 3 and above increased from 11% in 2019 to 24% in 2021 (+13)
- Algebra 1 decreased from 83% in 2019 to 72% in 2021 (-11)

Progress monitoring is a very important piece towards continuous improvement Sixth, Seventh, & Eight Grade used the following to monitor students progress:

- ELA: Fall: iReady, Winter: District Diagnostic, Spring: USAs
- Math: Fall: iReady, Winter: District Diagnostic, Spring: USAs

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.4	32.7	22.5
	Economically Disadvantaged	29	31.8	22.6
	Students With Disabilities	17.9	16.2	7.3
	English Language Learners	14.3	18	9.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.4	31.5	33.8
	Economically Disadvantaged	30.5	31.3	33.7
	Students With Disabilities	20	18.9	20
	English Language Learners	40	37.3	36
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.8	24.3	22.9
	Economically Disadvantaged	27	23.5	22.3
	Students With Disabilities	7.7	2.6	0
	English Language Learners	10.7	5	4.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.8	32.6	30.8
	Economically Disadvantaged	30	32.7	31.3
	Students With Disabilities	11.4	16.3	13.6
	English Language Learners	29.6	29.3	23.8
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	67	49.8	56.2
	Economically Disadvantaged	65.4	50	55.5
	Students With Disabilities	53.3	38.1	39.5
	English Language Learners	41.2	31.6	36.6
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		44.4	42.9	35.8
	Economically Disadvantaged		43.8	41.8	34.7
	Students With Disabilities		21.1	17.1	4.4
	English Language Learners		26.3	29.1	19.6
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		19.3	25	27.1
	Economically Disadvantaged		18.8	23.8	25.6
	Students With Disabilities		14.3	9.3	9.1
	English Language Learners		11.6	10.7	10.7
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		37	46.5	53.5
	Economically Disadvantaged		35.6	45.5	52.7
	Students With Disabilities		7.9	24.4	29.8
	English Language Learners		19.6	31	45.8
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Most Recent 2021 FSA, NGSS, and EOC data as compared to 2019 data of students scoring level 3 and above:

6th grade ELA 29% level 3 and above; no change from 2019

7th grade ELA level 3 and above increased from 19% in 2019 to 28% in 2021 (+9)

8th grade ELA level 3 and above increased from 24% in 2019 to 28% in 2021 (+4)

6th grade Math level 3 and above decreased from 26% in 2019 to 16% in 2021 (-10)

7th grade Math level 3 and above increased from 14% in 2019 to 19% in 2021 (+5)

8th grade Math level 3 and above increased from 13% in 2019 to 31% in 2021 (+18)

7th grade Civics level 3 and above increased from 56% in 2019 to 68% in 2021 (+12)

8th grade Science level 3 and above increased from 11% in 2019 to 24% in 2021 (+13)

Algebra 1 decreased from 83% in 2019 to 72% in 2021 (-11)

Subgroup Data:

ELA:

ELLs female +8% in FY21, ELL males -4%

SWDs females -2%, males -3%

Hispanic females 0, males -4%

Math:

ELLs females +17% in FY21, ELL males +14%

SWDs females +11% in FY21, SWDs males +14%

Hispanics females +15% in FY21, Hispanic males +1%

Within our core content areas there is a significant decline in the achievement of our L25s in ELA and Math. With a -20 point decrease in ELA and 0 increases in Math, this trend indicates the need for targeted support.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need is within all our core areas; Civics, Science, ELA, and Math. Data shows:

ELA

Gr. 6 29/251 levels 3+

Gr. 7 28/244 levels 3+

Gr. 8 28/265 levels 3+

MATH

Gr. 6 16/243 levels 3+

Gr. 7 19/202 levels 3+

Gr. 8 31/240 levels 3+

SCIENCE 24/251 levels 3+

ALGEBRA 1 72 levels 3+

CIVICS 68/255 levels 3+

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY19 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 resign mid-year leaving those positions vacant and lacking certified teachers, resulting in other teachers adding the 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.

During FY20 and FY21, more than two-thirds of our students were virtual learners. Contact information was not accurate which caused communication breakdowns. Many of our teachers and administrators were also severely affected by the pandemic, many were quarantined which caused interruptions in instruction and support services. Virtual PLCs were established. We introduced our new instructional platforms; Peardeck, Smart Suite, engagement platforms HyperDoc, Google Classroom, and Google Meets to ensure all students were given equal opportunity to learn and be supported.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA achievement comparison of FSA19 to Winter Diagnostics FY21, we see an increase from 23% to 26%; +3%

Math achievement comparison of FSA19 to Winter Diagnostics we see an increase from 18% to 32%; +14%

Science achievement comparison of FSA 19 to Winter Diagnostics we see an increase from 11% to 27%; +17%

Civics achievement comparison of FSA 19 to Winter Diagnostics we see an increase from 56% to 61%; +5%

When looking at our subgroups, we see

Math:

ELLs female went up 17% in FY21, and our ELL males increased 14%

SWDs female went up 11% in FY21, and our SWDs males increased 14%

Hispanics females went up 15% in FY21, and our Hispanic males increased 1%

From 2019 to SY 21 we increased in the following:

6th grade ELA 29% level 3 and above; no change from 2019

7th grade ELA level 3 and above increased from 19% in 2019 to 28% in 2021 (+9)

8th grade ELA level 3 and above increased from 24% in 2019 to 28% in 2021 (+4)

7th grade Math level 3 and above increased from 14% in 2019 to 19% in 2021 (+5)

8th grade Math level 3 and above increased from 13% in 2019 to 31% in 2021 (+18)

7th grade Civics level 3 and above increased from 56% in 2019 to 68% in 2021 (+12)

8th grade Science level 3 and above increased from 11% in 2019 to 24% in 2021 (+13)

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within the Core, we focused on 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 underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs were implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

Within Civics, there was an emphasis on research projects in which students investigate and address issues on relevant topics.

What strategies will need to be implemented in order to accelerate learning?

1. The ESSA Subgroups' academic improvement and achievement is emphasized and will be a priority to close achievement gaps. The teachers will organize the instructional to ensure whole group and small group differentiated instruction. Using grade-level instructional resources with the use of cognates within all content areas, providing students with appropriate accommodations to ensure learning success.
2. Reorganize personnel to truly support the ESSA subgroups; aligning content experts with our most needy students.
3. Increase Science scores to 45 percent achievement by increasing reading in all content areas.
4. Increase LG to 60% in ELA and Math for all students through small group differentiated instruction and the properly planned use of technology and the accompanying resources to support student learning.
5. Utilize instructional coaches and Learning Team Facilitator to support for all core content. The focus will be during PLCs to disaggregate data by the teacher and by content to ensure understanding of student learning. Instructional planning will focus on strategies and resources to reinforce critical thinking, reading, writing, and real-world experiences.
6. Infuse IB Principles in our daily instruction to support the acceleration of student learning.
7. As an IB world school the foundational skill that must be acquired is reading. Through this skill our students can decode complex reading passages, math questions, and scientific experiments utilizing high yielding strategies and key components to support comprehension of informational and literary text to formulate real-world ideas and concepts.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is an integral part of ensuring student success. At JFKMS we will focus PD on

1. Data disaggregation
2. Equity & Cultural responsiveness training
3. IB training
4. Differentiation in Instruction
5. AVID
6. Reading Initiative in Electives

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Small Group Differentiated Instruction: Tutors support our students to enhance instruction. A strategic focus will be placed on utilizing the Gradual Release Model of Instruction specifically during whole group instruction. We want to ensure that our students are developing responsibility for their learning and independently implementing what they have learned.
2. Professional Development/Professional Learning Communities: Through our weekly PLC's we target PD by content area to ensure all teachers are learning not only from the content expert but each other. We will continue to provide individualized PD as needed based on data and observations.
3. Tutorials: We have strategically planned our tutorial camps to not only be content-specific but also ensured that the groups were small. For example, our Fall Camp focuses on Algebra and Geometry and the Winter Camp focuses on all tested content areas. We will offer tutorials after-school and on Saturdays.
4. Instructional Coaching: Instructional Coaches continue to model, coach, and support teachers through weekly PLCs, Professional Development training and coaching is planned based on administrative observations and student data results.
5. Personalized, Online Learning: The instructional rotations have been developed to ensure the daily use of adaptive technology. To support their learning we are contacting parents and guardians

immediately to make them aware of the issues and concerns in hopes that they will intervene to support their child's learning. Teachers will implement one on one data chats with students to discuss their progress and challenges.

Part III: Planning for Improvement

Areas of Focus:

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

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 student proficiency rate to at least 40% with 60% learning gains. Our school-wide literacy plan focuses on establishing a single-school culture that fosters and infuses strong reading comprehension skills across all content areas.

Currently, 60 percent of the instructional staff at JFK Middle School have less than 7 years of teaching experience. Their pedagogical knowledge is continually in development. Using diagnostic data, teachers that utilized effective instructional practices in the classroom saw positive increases in student achievement on their diagnostic assessments. As a result, training, planning, support, and coaching in instructional practices using data will be paramount in reaching our goals in English Language Arts.

We are a Comprehensive Support and Improvement by FDOE due to its School Grade History of two D's over the past three years of school grades. The gap between 2019 ELA Achievement (25%) and the District average (58%) is 33 percentage points. The gap between 2019 Math Achievement (27%) and the District average (62%) is 35%. Science Achievement declined from 28 percentage points to 11% in 2019, reflecting a gap with the District of 41%. ESSA: SWD (21%), Hispanic (37%), Multi-racial (35%), and ELLs (38%) do not meet the 41%

Area of Focus Description and Rationale:

2021 data:

ELA

6th 29% L3+; no change

7th L3+, 19% (2019) to 28% (2021) =+9

8th L3+, 24% (2019) to 28% (2021) =+4

Math

6th L3+, 26% (2019) to 16% (2021) =-10

7th L3+ 14% (2019) to 19% (2021) =+5

8th L3+, 13% (2019) to 31% (2021) =+18

7th Civics L3+, 56% (2019) to 68% (2021) =+12

8th Science L3+, 11% (2019)to 24% (2021) =+13

Algebra 1 decreased; 83% (2019) to 72% (2021)=-11

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 FY22 goal was to increase:

29% to 40% of our students proficient in English on FSA,

34% to 60% of our students making overall learning gains in English

25% to 60% of our low 25% students making learning gains in English

29% to 40% of our students proficient in Math ,

31% to 60% of our students making overall learning gains in Math

34% to 60% of our low 25% of our students making learning gains in Math

24% to 45% of our students making level 3 or above in Science
68% to 70% of our students making level 3 or above in Civics

72% to 74% of our students making level 3 above on Algebra 1 EOC
77% to 79% of our students making level 3 above on Geometry EOC

Our goal for all ESSA subgroups to increase 6%.

To be completed after state assessment scores are released.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At JFL Middle we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,
Data Analysis
Classroom walks
Student work samples/portfolio/binder reviews
Student attendance
Monitoring: Data Chats
Formal Observations
Professional Learning Communities attendance/participation

The monitoring will be supported by key members of the leadership team:

Assistant Principals support content and grade levels
Single School Culture Coordinator
Reading Coach
Math Coach
IB Magnet Coordinator

**Person
responsible
for
monitoring
outcome:**

Ricky Clark (ricky.clark@palmbeachschools.org)

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 utilize collaborative planning and PLCs to engage in strategic, focused professional development, collaborative planning and data analysis to strengthen standards-based instruction. (UniSIG)

**Evidence-
based
Strategy:**

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 during regular school day and extended day tutorials providing job-embedded professional development.
5. Curriculum Resources: Curriculum resources to enhance ELA & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion learning (SEL) and promote character education, and

promote rigor in alignment with AVID and IB. (UniSIG)

6. Incorporate AVID and International Baccalaureate strategies and resources school-wide that support college and career readiness.

1. Tutors support differentiation support through the small group rotational model of instruction, reteaching, remediation, and acceleration.

2. Developing teachers' instructional expertise through PLCs ensure teachers implement data-informed instruction to accelerate student learning and mastery of the Florida standards.

Rationale for Evidence-based Strategy:

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 teachers' instructional capacities.

5. Strategic curriculum resources support student mastery of the Florida B.E.S.T. standards.

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 peaceful world through intercultural understanding and respect.

Action Steps to Implement

Out of System Tutors:

- a. The school will utilize Out of System Tutors in grades 6-8 to ensure small group differentiated instruction during the school day and extended day instruction.
- b. The school will identify students needing strategic support and create schedules.
- c. Tutors will be trained and supported to ensure students receive differentiated learning opportunities.
- d. 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.
- e. Student groups will be flexible based on data analysis and review.

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

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. Coaches will conduct content-specific PD's and PLCs to support teachers in teaching the Primary Standards using best practice instructional strategies while addressing foundational gaps through Secondary Standards and Skills. They will support Core teachers' instructional alignment of standards and best practices.
- d. PD will focus on instructional needs and building expertise for using the online learning platforms.
- e. Tutors and teachers will be provided professional development on the schoolwide reading initiative.

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

Tutorials:

- a. Teachers will facilitate tutorials for high needs students beyond the regular school day before or after school, during vacation breaks, on Saturdays, and/or during the summer 2022.
- b. Students will be selected and grouped based on results from state and local assessments, specifically

for the ESSA identified sub groups: SWD, Hispanics, ELLs, and Multiracial.

c. Tutorials will focus on literacy across the content areas and student needs specific to each content area.

d. Students will rotate among content experts.

Person Responsible Mildred Thompson (mildred.thompson@palmbeachschools.org)

Instructional Coaching:

a. Instructional Coaches will provide support for teachers during PLCs, collaborative planning, tutorials, and through mentoring, common planning and modeling.

b. Coaching will focus on intensive and strategic progress monitoring of targeted students (ESSA subgroups, L25), Instructional Staff with 0-3 years experience, and content areas with a substantial decline in student achievement, based on last year's drop in proficiency.

c. Coaches will continually assess students' academic performance, quantify student improvement and responsiveness to instruction.

d. Coaches will help teachers use data to evaluate the effectiveness of instruction.

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

Strategic curriculum resources:

a. The school will purchase instructional resources to support student mastery of the Florida B.E.S.T. standards.

b. Teachers will incorporate student data chats to ensure students understand their progress and challenges.

c. Teachers will conduct data chats with parents during parent engagement events to support parent's understanding of student progress/challenges.

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

AVID/IB

a. The IB Magnet Coordinator and AVID lead teacher will support teachers through job-embedded PD to build capacity for rigorous college and career readiness in alignment IB and AVID.

b. The school will train IB and AVID teachers to ensure the school meets the IB/AVID requirements and to build a cadre of teachers with the skills to facilitate rigorous college and career-ready instruction.

c. Leadership will support increasing teacher capacity for implementing and executing AVID and IB strategies to support school-wide literacy plans and college and career readiness.

d. The school will ensure incoming students are taught and understand how to utilize past and current AVID strategies and the IB strategies and will develop a plan in which strategies are aligned with the school-wide literacy plan across all content areas.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 287 out of 553, Moderate when compared to all middle/junior schools statewide. We reported 3.4 incidents per 100 students. This rating was for a total enrollment of 836, with 30 incidents for the 2019-2020 school year. When looking at the ranking details the incidents rated high are violent incidents. Our issues fall under Fighting, Physical Attack, Bullying, and Harassment, 20 incidents. We had zero property incidents and ranked Low for Drug/Public Order incidents 181/553 for the State and 10/36 for the County. The incidents we ranked for are Weapons, Disruption on Campus, Other Major Offenses, and Tobacco. Our total reported suspension ranked very high. We had 61 in-school suspensions and 212 out-of-school suspensions in 2019-2020.

To support our students and make an impact on incidents we will integrate a single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via the student handbook, and monitoring SwPBS through data and AVID strategies, lessons, and resources. JFKMS will provide mentoring of our male students to support and foster positive relationships with all. In the International Baccalaureate program, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals. We have 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.

Using the progression of standards complexity and alignment in all content areas, students will be able to meet the demands of the standards through quality instruction that align to the standards' tasks and demands. Through use of Cornell Notes across the curriculum, we will target students ability to implement the IB Learner Profiles and Approaches to learning within a student-centered model.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders to support the positive

Teachers

BHP

AVID

Administration

Guidance

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the 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 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting

democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$357,025.24
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$40,200.00
			<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 for tutoring beyond the regular school day and year: 3 days for 6 hours each day during Thanksgiving, Winter, and Spring vacations (54 hours) and 20 Saturdays throughout fall, winter & spring for 4 hours each day (80 hours) = 134 hours total * \$25/hour * 12 teachers = \$40,200 (SDPBC Code = 180)</i>			
	5100	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$4,824.00
			<i>Notes: Retirement - Tutoring - FY22 District Fringe Benefit Rate of 12.0%</i>			
	5100	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$3,075.00
			<i>Notes: FICA (Social Security and Medicare) - Tutoring - FY22 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>			
	5100	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$3,618.00
			<i>Notes: Group Insurance - Tutoring - FY22 District Fringe Benefit Rate of 9% (SDPBC Code = 210)</i>			
	5100	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$684.00
			<i>Notes: Workers Compensation/Unemployment - Tutoring - FY22 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>			
	5100	510-Supplies	0201 - John F. Kennedy Middle School	UniSIG		\$28,039.00

			<i>Notes: Supplies - Curriculum resources to enhance ELA & Math skills and support student mastery of the Florida B.E.S.T. Standards. Curriculum Associates Quote #252240.2 (\$28,039.12 rounded to \$28,039.00)</i>		
5100	510-Supplies	0201 - John F. Kennedy Middle School	UniSIG		\$10,540.00
			<i>Notes: Supplies - Curriculum resources to support literacy across the content areas, to ensure that literature texts and models are culturally relevant and responsive for student learning. (Bulk Bookstore Quote # BB28373 for \$10,539.19 rounded to \$10,540.00)</i>		
5100	750-Other Personal Services	0201 - John F. Kennedy Middle School	UniSIG		\$160,988.00
			<i>Notes: Other Personnel Services - The school will utilize 8 Out-of-System Tutors in grades 6-8 to ensure small group differentiated instruction during school day and extended day instruction. Calculated as follows: \$15/per hour x 7 hours/per day x 182/days = \$19,111 * 8 tutors = \$152,888 plus 6 Tutors for extended day instruction calculated as follows: \$15/hour * 1.5 hours per day * 3 days/week * 20 weeks * 6 Tutors = \$8,100. \$152,888 + \$8,100 = \$160,988</i>		
5100	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$19,318.56
			<i>Notes: Retirement - Out of System Tutors - FY22 District Fringe Benefit Rate of 12%</i>		
5100	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$12,315.58
			<i>Notes: FICA (Social Security and Medicare) - Out of System Tutors - FY22 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>		
5100	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$2,736.80
			<i>Notes: Workers Compensation/Unemployment - Out of System Tutors - FY22 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>		
6400	120-Classroom Teachers	0201 - John F. Kennedy Middle School	UniSIG		\$18,000.00
			<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 to participate in Collaborative Planning/PLCs and Professional Development. 30 teachers * 24 hours * \$25/hour = \$18,000 (SDPBC Code = 180)</i>		
6400	210-Retirement	0201 - John F. Kennedy Middle School	UniSIG		\$2,160.00
			<i>Notes: Retirement - Collaborative Planning - FY22 District Fringe Benefit Rate of 12.0%</i>		
6400	220-Social Security	0201 - John F. Kennedy Middle School	UniSIG		\$1,377.00
			<i>Notes: FICA (Social Security and Medicare) - Collaborative Planning - FY22 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)</i>		
6400	230-Group Insurance	0201 - John F. Kennedy Middle School	UniSIG		\$1,620.00
			<i>Notes: Group Insurance - Collaborative Planning - FY22 District Fringe Benefit Rate of 9% (SDPBC Code = 210)</i>		
6400	240-Workers Compensation	0201 - John F. Kennedy Middle School	UniSIG		\$306.00
			<i>Notes: Workers Compensation/Unemployment - Collaborative Planning - FY22 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)</i>		
6400	730-Dues and Fees	0201 - John F. Kennedy Middle School	UniSIG		\$4,250.00

			<i>Notes: Professional Development Dues and Fees - 8 teachers will attend the online AVID Institute to reinforce the work of the AVID teacher, build system-wide capacity as an AVID school, and ensure rigorous instruction for high school readiness. \$850 * 5 = \$4,250 (SDPBC Code 734)</i>			
6400	330-Travel	0201 - John F. Kennedy Middle School	UniSIG		\$21,560.00	
			<i>Notes: Professional Development Travel: 10 teachers will attend the IB Institute in Tampa to build system-wide capacity as an IB school and ensure rigorous instruction aligned with the IB curriculum for high school readiness. Registration: \$975 per person + Hotel: 4 days/3 nights * \$250/night = \$750 + Daily meal allowance: 4 days * \$39/day = \$156 + Driving & Mileage Allowance: 400 miles * .50 = \$200 + \$25 tolls + \$50 hotel parking = \$275 Total: \$975 + \$750 + \$156 + \$275 = \$2,156 * 10 teachers = \$21,560</i>			
6150	390-Other Purchased Services	0201 - John F. Kennedy Middle School	UniSIG		\$1,500.00	
			<i>Notes: Printing Services - To print flyers and other Parent Engagement communications and resources for parent education and engagement.</i>			
5100	510-Supplies	0201 - John F. Kennedy Middle School	UniSIG		\$2,175.00	
			<i>Notes: Supplies - Curriculum resources to support AVID and IB high school readiness and rigor through Financial Literacy. (Council for Economic Education Quote for \$2,174.90 rounded to \$2,175)</i>			
5100	510-Supplies	0201 - John F. Kennedy Middle School	UniSIG		\$17,738.30	
			<i>Notes: Supplies - 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>			
Total:					\$366,415.00	