

The School District of Palm Beach County

# John F. Kennedy Middle School



2018-19 Schoolwide Improvement Plan

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# John F. Kennedy Middle School

1901 AVENUE S, Riviera Beach, FL 33404

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

## School Demographics

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

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	C	D	C	C*

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## 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 multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### School Leadership Team

#### Membership

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

Name	Title
Clark, Ricky	Principal
Smith, Ronda	Assistant Principal
Graydon, Dwight	Assistant Principal
Nance, Timothy	Assistant Principal
Weidenhamer, Leaha	Instructional Coach

#### Duties

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

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

\* Principal & Assistant Principals - Provide instructional support that enhances student learning, teacher growth through the use of PLC's and data driven discussions. In addition, school leaders provide a common vision for the use of data-based decision-making, ensure that the school-based team (SBT) is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.

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

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

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

\* School Counselors - Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, linking child-serving and community agencies to the schools and families to support the child's academic emotional.

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

## Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	58	62	60	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	44	47	54	0	0	0	0	145
Course failure in ELA or Math	0	0	0	0	0	0	49	58	29	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	0	159	156	156	0	0	0	0	471

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

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

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	74	74	47	0	0	0	0	195
Retained Students: Previous Year(s)	0	0	0	0	0	0	73	74	47	0	0	0	0	194

Date this data was collected

Tuesday 9/25/2018

**Year 2016-17 - As Reported**

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

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

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

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

**Year 2016-17 - Updated**

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

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

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

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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Based on our school data, ELA performed the lowest due to only 24% of our students scoring a level 3 or higher. When looking at our 7th graded data we see a 7% drop in ELA and 3% in Math. Additionally, our 8th grade Math achievement drop 8% and the cohort decreased by 7%. When looking at our Sub group data, our Hispanic and ELL's had a 1-2% drop in ELA achievement.

**Which data component showed the greatest decline from prior year?**

After reviewing the school data, Social Science had the greatest decline from 66% to 51% in 2018. In addition, there was a 6% decline in ELA.

**Which data component had the biggest gap when compared to the state average?**

Within ELA Low 25 we have a positive difference of +3% when compared to the state. Our Algebra EOC data shows a +12% comparison to the state.

When comparing our school data against the state average, the data shows that our ELA achievement had the biggest gap with a difference of -25%. Additionally, within ELA/ Math Learning Gains and in Math, Science and Social Studies achievement there is a negative gap of 9% to 28%.

**Which data component showed the most improvement? Is this a trend?**

Our ELA Lowest 25 demonstrated the most improvement when compares to previous years. There was a significant increase from 31% to 50% totaling a 19% gain overall. Additionally, our school demonstrated positive growth within ELA achievement/ learning gains, Math learning gains, Low 25 and Science achievement, with a 3% to 16% gain in these areas.

**Describe the actions or changes that led to the improvement in this area.**

Student achievement was due to the utilization of focused standards-based instruction, use of Achieve 3000 and after-school and Saturday tutorials throughout the year.

**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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	24%	56%	53%	26%	55%	52%
ELA Learning Gains	48%	57%	54%	46%	56%	53%
ELA Lowest 25th Percentile	50%	49%	47%	51%	49%	45%
Math Achievement	30%	61%	58%	33%	59%	55%
Math Learning Gains	48%	61%	57%	49%	60%	55%
Math Lowest 25th Percentile	47%	54%	51%	38%	48%	47%
Science Achievement	28%	55%	52%	31%	54%	50%
Social Studies Achievement	51%	75%	72%	59%	73%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	58 (3)	62 (3)	60 (5)	180 (11)
One or more suspensions	44 (71)	47 (34)	54 (40)	145 (145)
Course failure in ELA or Math	49 (40)	58 (20)	29 (49)	136 (109)
Level 1 on statewide assessment	159 (183)	156 (164)	156 (179)	471 (526)

**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	2018	23%	53%	-30%	52%	-29%
	2017	15%	54%	-39%	52%	-37%
Same Grade Comparison		8%				
Cohort Comparison						
07	2018	20%	54%	-34%	51%	-31%
	2017	26%	55%	-29%	52%	-26%
Same Grade Comparison		-6%				
Cohort Comparison		5%				
08	2018	27%	60%	-33%	58%	-31%
	2017	17%	56%	-39%	55%	-38%
Same Grade Comparison		10%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	26%	56%	-30%	52%	-26%
	2017	18%	55%	-37%	51%	-33%
Same Grade Comparison		8%				
Cohort Comparison						
07	2018	25%	39%	-14%	54%	-29%
	2017	28%	38%	-10%	53%	-25%
Same Grade Comparison		-3%				
Cohort Comparison		7%				
08	2018	24%	65%	-41%	45%	-21%
	2017	32%	63%	-31%	46%	-14%
Same Grade Comparison		-8%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	26%	54%	-28%	50%	-24%
	2017					
Cohort Comparison						



BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	72%	-24%	71%	-23%
2017	59%	73%	-14%	69%	-10%
Compare		-11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	62%	12%	62%	12%
2017	64%	59%	5%	60%	4%
Compare		10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	55%	-55%	53%	-53%

**Subgroup Data**

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		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

Activity #1	
<b>Title</b>	Ensuring High School Readiness in alignment with the District's Strategic Plan
<b>Rationale</b>	If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. Based on our school data, ELA performed the lowest due to only 24% of our students scoring a level 3 or higher. When looking at our 7th graded data we see a 7% drop in ELA and 3% in Math. Additionally, our 8th grade Math achievement drop 8% and the cohort decreased by 7%. When looking at our Sub group data, our Hispanic and ELL's had a 1-2% drop in ELA achievement. Social Science had the greatest decline from 66% to 51% in 2018.
<b>Intended Outcome</b>	<p>Student will become proficient in the areas of ELA, Math Science and Social Studies by making significant learning gains in preparation of high school. Our projected growth by June 2019 is:</p> <p>ELA -34%, a 10% growth                      Math - 35% an 5% growth                      Science - 35% a 7% growth                      Social Studies - 65% a 14% growth</p>
<b>Point Person</b>	Ricky Clark (ricky.clark@palmbeachschools.org)
Action Step	
<b>Description</b>	<p>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.</p> <ul style="list-style-type: none"> <li>* Create and adjust a bell to bell instructional framework that includes continuous standards based instruction.</li> <li>* PLC's focused on curriculum resources, instructional targets, formative assessments and remediation/enrichment in the areas of ELA and Reading. (R. Smith)</li> <li>* Develop targeted in school, after-school and Saturday tutorials for remediation/enrichment. (R. Smith)</li> </ul> <ul style="list-style-type: none"> <li>* Utilize academic tutors and resource teachers to support personalized small group standards based instruction in all content areas. (R. Smith)</li> <li>* Conduct rigor walks to observe and provide feedback of differentiated content instruction. (Admin)</li> <li>* Technology programs to support ELA/ Math/ Science instruction ( Achieve 3000, IXL and Gizmos.)</li> <li>* Solidify the SwPBS system by use of incentives and recognition of students and teacher efforts. (T. Nance)</li> <li>* Developing a single school culture embracing multicultural diversity within our school through a variety of school-wide events and activities. (T. Powery)</li> <li>* Utilize grade level assemblies to recognize and motivate student achievement.</li> </ul>

\* Establish a mentoring program to support student achievement. (Admin)

**Person Responsible** Ricky Clark (ricky.clark@palmbeachschools.org)

#### Plan to Monitor Effectiveness

**Description** Completed instructional framework included in lesson plans which are posted outside of classrooms. We will utilize iObservation data, rigor walk data, FSQs, USAs, PBPAs, NGSS, Achieve 3K, IXL, Gizmos, Mid-term progress reports, FSA and EOC year-end data.

**Person Responsible** Ricky Clark (ricky.clark@palmbeachschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

Through SAC and family engagement activities we will provide opportunities for relationship building among our Parents, students and community stakeholders.

JFK will host a series of parent trainings on FSA/EOC, Data Chats and Choice Program applications and information.

Through the AVID program our students are exposed to goal setting to become an active member of society.

JFK offers family engagement nights to unite students, families, staff and the community.

#### **PFEP Link**

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

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

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

Through the JFK mentoring program all students are provided the opportunity to meet with a mentor to be guided and supported towards student achievement.

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

Connect students to agencies who have Cooperative Agreements or are on campus. for example we have a DATA counselor on campus who meets with students in need of counseling on drug and

addiction. We also have a Safe School counselor who meets with students to provide deescalating techniques and facilitate restorative justice.

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

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

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

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

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

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

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

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

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

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

-Core instruction is for all students

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

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

Currently we have 7 reading teachers who offer intensive instruction and one Math Coach serving all three grade levels.

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

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

In alignment to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History.

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

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

Title I district funds provide a school based Math Coach and SSCC to assist teachers in implementing instructional programs.

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

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

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

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

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

Student Course Selection documents, Career Day, visit neighboring Elementary Schools, vertical planning with Suncoast High School, parent involvement opportunities, Showcase of Schools, high school visits and tours. In addition, The AVID program provides students with the skills necessary to prepare them for college and career readiness and the opportunity to visit colleges and have college representatives come to our school.

## Part V: Budget

Total:

\$1,563.00