

John F. Kennedy Middle School



2014-15 School Improvement Plan

John F. Kennedy Middle School

1901 AVENUE S, Riviera Beach, FL 33404

www.edline.net/pages/john_f_kennedy_middle_school

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

97%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

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

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

At JFK, African American studies is a high school credit class that is offered to our students as an elective. During the month of September, we recognize the contributions and accomplishments of our Hispanic heritage by having a "Hispanic Heritage Night." During this time we allow our students to present art, power point presentations, song/dance, and serve food from their culture to the parents and community.

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

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

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

Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

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

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

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

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

Ensure teachers are trained in Classroom management strategies (Progressive Discipline, etc.) SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

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

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

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

School-wide recognition system is in place;

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

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

Mentors assigned to at-risk students.

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

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

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

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

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

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Utilize data systems to identify students who have attendance, behavioral or academic concerns
Create data decision rules for number of absences or Out of School Suspensions before referral generated to School Based Team.

Ensure teachers are aware of decision rules and procedures for notification after students are

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	4	9	4	17
One or more suspensions	65	129	86	280
Course failure in ELA or Math	98	107	139	344
Level 1 on statewide assessment	137	187	153	477

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	48	93	57	198

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

- Level 1 students, starting with the Low 25%, will be targeted for after school tutorial support twice a week per math and reading. Letters will be sent home to parents describing the importance of the tutorials and approving permission for the students to stay on the specified days.
- Students will be tracked as well in math, reading, and language arts unit assessments. Students not demonstrating a cut off level of achievement will also be targeted for after school tutorials.
- Students in Civics and Science (8th) not meeting specific achievements for unit assessments will be targeted and pulled out of elective classes to provide tutorial support.
- Students in math classes that are struggling with math homework or not turning in will be recommended for homework helper (after school tutorial and homework help).
- Students, who received at least 2 suspensions, have low attendance, or are struggling academically will be recommended for our School Based Team (SBT) intervention program.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177431>.

Description

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

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

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Brooks, Corey	Principal
Alfonso, David	Other
Pettiford-Gibbons, Kimberly	Assistant Principal
santos, deborah	Administrative Support
Walker, Andrea	Administrative Support
Williams, Yarnell	Administrative Support
Nance, Timothy	Assistant Principal

Duties

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

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

- * Principal & Assistant Principals - Provide a common vision for the use of data-based decision making, ensure that the school-based team (SBT) is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.
- * ESE Contact - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers helping to create interventions.
- * School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

- * Classroom Teachers - Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- * Instructional Coaches - Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
- * Learning Team Facilitator - Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning.
- * School Counselors - Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, linking child-serving and community agencies to the schools and families to support the child's academic emotional behavior, and social success. Case liaison and interventionists for students in Tier 2 and tier 3.
- * Community Resource Person - Acting Liaison between parents and school; provides services information to parents requesting outside agencies addressing needs. Provides support to Tier I Students.
- * Speech and Language Pathologist - Collects data; provides language interventions for suspected language impaired students. Evaluates and Assesses students for speech and language problems.
- * School Police Officer - Counsel, provide information on behavior and background information regarding legal; school wide information regarding truancy.

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

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

-Core instruction is for all students

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

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

Currently we have 11 reading teachers who offer intensive instruction and one intensive math teacher serving all three grade levels.

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

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

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

Title 1 Part A:

In addition to Title school requirements, funds will be coordinated and integrated in the school:

- Before, After school and Saturday Tutorial Programs
- Academic Coaches
- Parent University
- Non-Instructional Staff which support increasing parent involvement and students achievement
- Professional Development Opportunities (Travel, consultants, supplies, etc.)
- Technology (iPads, iPad Carts, App Vouchers, Software/site license, CPS, Mobis, desk top computers, laptop computers, and Carts)
- Academic Supplies & Consumables
- Choice Program Supplies & Consumables
- District wide Title One Support
- Learning Team Facilitator - Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning.
- District's program to promote middle school students to high school (Forest Hill)
- Area Support Teams and Transformation Teams
- SIG (A) grant
- Gizmos (site license)
- Partnerships with the City of Riviera Beach and Florida A&M University. Both partners support JFK with mentoring, volunteering, and student activities.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Corey Brooks	Principal
Lisa Raiford	Parent
Shahira Givens	Teacher
Denise Smith-Blue	Teacher
Jazlyn Lovely	Student
Jackie Lovely	Parent
Jewel Collins-Smith	Parent
Tonya Brooks	Parent
Cedric Thomas	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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

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

Development of this school improvement plan

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

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

Preparation of the school's annual budget and plan

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

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

Community Resource Person - Salary & Benefits = \$46995.73

Furniture for Parent Computer Stations = \$3000.00

Supplies and refreshments for parent training's = \$1758.51

Teachers to facilitate parent training's (PTIS & Benefits) = \$3562.61

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

Yes

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

N/A

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Brooks, Corey	Principal
Alfonso, David	Other
Nance, Timothy	Assistant Principal
Pettiford-Gibbons, Kimberly	Assistant Principal
Walker, Andrea	Administrative Support
Williams, Yarnell	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

Extended Common Planning time

Department Common Planning time

Teacher led Professional Development

Recognize birthdays and educational accomplishments monthly at each faculty meeting

Social gatherings are offered at the end of each nine week marking period

Grade level team meetings occur once a month

Teacher committees are formed (discipline, incentives, parent/community, social/hospitality, and 8th grade activities).

Learning Team Meetings are held weekly

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

Principal:

-Attends teacher recruitment fairs.

-Teacher recognition and celebrations.

-Provides leadership opportunities to qualified teachers.

-Provide professional development opportunities for teachers to meet the needs of specific sub-groups.

Professional Development Team:

-Delivers high-quality PD.

-Coordinates high-quality PD.

Instructional Coaches:

-Regularly visit, monitor and provide on-the-spot training using the coaching continuum.

-Offer professional development sessions based on specific needs identified throughout the school year.

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

Assistant Principal: Paul Wojciechowsky

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

Systems of support include

-support team

-staff development opportunities

-supports teachers through the coaching continuum (Literacy & Math)

-observations,

-conferences, and

-written and oral feedback.

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

of Years Teaching

Less than 1 Year of Teaching

Cheri Shuffain- Ticondria Wimberly (Mentor Teacher)

Dayan Martinez- Benita Derico-Owens (Mentor Teacher)

Dion Kirkbride-Tolorean Young (Mentor Teacher)

Fanel Remelus-Joseph Haynes (Mentor Teacher)
Jasmine Hudson-Joanna Markoulis (Mentor Teacher)
Joanne Clark-Jaclyn Sitnek (Mentor Teacher)
Keiunna Hernandez-Brenda Winfrey (Mentor Teacher)
Sandra Parrino-Marvin Beach (Mentor Teacher)
Andrew Bruhn-Megan Williams (Mentor Teacher)
Pairings were created based on subject area first given the most priority with veteran teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

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

Instructional Strategies

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

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

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards

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

Strategy: Extended School Day

Minutes added to school year: 13,650

Students will be invited to participate in our Before and After School program
Students will be targeted based on unit assessment performance, homework performance
Activities students participate in will be determined by on-going data analysis.

-Instruction In Core Academic Subjects

-Enrichment Activities That Contribute To A Well Rounded Education

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Weekend Program

Minutes added to school year: 28,000

Communication will go out during the week to students and parents regarding Saturday Academy. Students will be rotated through needed subject area modules. Modules will be created based on data from , Florida Achieves, ExamView, CPS, Diagnostics, Palm Beach Writes Activities students participate in will be determined by on-going data analysis.

-Instruction In Core Academic Subjects

-Enrichment Activities That Contribute To A Well Rounded Education

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Before School Program

Minutes added to school year: 14,000

Students will be invited to participate in our Saturday Program (10 Saturdays/ 3 hours per Saturday)

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

-Instruction In Core Academic Subjects

-Enrichment Activities That Contribute To A Well Rounded Education

Strategy Rationale

Improve student academic achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brooks, Corey, corey.brooks@palmbeachschools.org

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

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

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

College and Career Readiness

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

E-PAT, 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.

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

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

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

n/a

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

n/a

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** John F. Kennedy Middle School will incorporate reading and writing throughout the content areas that are aligned to respective content standards.
- G2.** Teachers will Implement researched based technological programs with fidelity to meet the specific needs of all students.
- G3.** Teachers will effectively collaborate and plan to create rigorous, relevant instruction that is strategically aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0

Strategic Goals Detail

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

G1. John F. Kennedy Middle School will incorporate reading and writing throughout the content areas that are aligned to respective content standards. 1a

G042485

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	36.0
ELA/Reading Lowest 25% Gains	77.0
ELA/Reading Gains	61.0

Resources Available to Support the Goal 2

- Gizmos
- CPALMs
- Geogebra
- I-PADs
- Laptops
- HMH Collections
- Read 180
- Reading Plus
- Scholastic Representatives
- Curriculum Specialist
- Voyager Learning
- Learning Village
- Area Specialists
- Transformation Specialists
- Academic Coaches
- James Patterson Book Club
- Reading Counts

Targeted Barriers to Achieving the Goal 3

- Content-area teachers knowledge of new ELA standards and connection to content-area standards
- Low parent commitment-participation in supporting school wide literacy initiatives.

Plan to Monitor Progress Toward G1. 8

- I-observation walk-through teacher data.
- Common Assessment Data
- Diagnostic Data
- Read 180 reports
- Reading Plus reports

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/5/2014 to 6/2/2015

Evidence of Completion

-I-observation data reports. -Common Assessment Data in Reading and Language Arts classes will demonstrate trends in more students reaching the proficiency level for each respective assessment. -Diagnostic data will show improvements in student scores. -Read 180 data reports will demonstrate students trending towards higher levels. -Fall to Winter Diagnostic Comparison Data will demonstrate an overall increase in student performance.

G2. Teachers will implement researched based technological programs with fidelity to meet the specific needs of all students. **1a**

G037137

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	76.0
Math Gains	70.0
FSA - Mathematics - Proficiency Rate	36.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
ELA/Reading Lowest 25% Gains	77.0
ELA/Reading Gains	61.0
FSA - English Language Arts - Proficiency Rate	30.0
FCAT 2.0 Science Proficiency	36.0

Resources Available to Support the Goal **2**

- Computers
- Mobi
- Classroom Performance System (CPS)
- ipads
- headphones
- e-readers
- site licences
- hardware (surge protectors, cables, zip-ties, etc.)
- digital cameras
- projectors
- laptop carts
- Gizmos
- Core Technology Programs
- Supplementary Technology Programs

Targeted Barriers to Achieving the Goal **3**

- Students do not have a consistent access to technology in all classrooms.
- Teachers being properly trained on how to use core and supplementary instructional technology programs.

Plan to Monitor Progress Toward G2. 8

Student proficiency will increase on diagnostics, common assessments, EOC exams and FCAT.

Person Responsible

Corey Brooks


Schedule

Every 2 Months, from 10/6/2014 to 5/29/2015

Evidence of Completion

Increased proficiency on data from common assessments, diagnostics, EOC exams, science FCAT, and FSA

G3. Teachers will effectively collaborate and plan to create rigorous, relevant instruction that is strategically aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0 1a

 G037138

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	76.0
FSA - Mathematics - Proficiency Rate	36.0
Math Gains	70.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
ELA/Reading Lowest 25% Gains	77.0
ELA/Reading Gains	61.0
FSA - English Language Arts - Proficiency Rate	30.0
FCAT 2.0 Science Proficiency	36.0

Resources Available to Support the Goal 2

- Content Area Specialists (Area and Transformation)
- Assistant Principals
- Learning Village/Ancillary Materials
- Master Board/Rotating Schedule for extended planning time
- Common Planning Resources (Guide, Planning Log, Norms and Expectations)
- Adequate number of personnel (no vacancies)
- Technology-computer labs for core programs
- Funding for extended planning outside of school
- Learning Team Facilitator
- Extended Day Tutoring

Targeted Barriers to Achieving the Goal 3

- Teachers lack of experience in effective common planning

Plan to Monitor Progress Toward G3. 8

- I-observation walk-through teacher data.
- Common Assessment Data
- Diagnostic Data
- Read 180 reports
- Reading Plus reports

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

-I-observation data will trend towards teachers receiving more applying and innovating ratings. - Common Assessment Data will show trends in more students reaching the proficiency level for each respective assessment. -Diagnostic data will show improvements in student scores.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. John F. Kennedy Middle School will incorporate reading and writing throughout the content areas that are aligned to respective content standards. **1**

 G042485

G1.B4 Content-area teachers knowledge of new ELA standards and connection to content-area standards **2**

 B103699

G1.B4.S1 Provide training during professional development days, common planning, and learning team meetings on ELA-FSA standards and their connection to the subject area content. **4**

 S115620

Strategy Rationale

Teachers will be able to infuse ELA FSA Standards into their respective content areas to conduct reading and writing activities.

Action Step 1 **5**

Training on FSA-ELA Standards during professional development days

Person Responsible

Corey Brooks

Schedule

Biweekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Agendas, PPT, Sign In Sheets, and Artifacts

Action Step 2 5

Unpacking FSA-ELA standards during Learning Team meetings.

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Agendas, Sign In Sheets, Administrative walkthroughs

Action Step 3 5

Utilizing FSA-ELA standards during Common Planning meetings to develop reading and writing activities in all core subject areas.

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Agendas, Sign in Sheets, Administrative walkthroughs

Action Step 4 5

On campus training of FSA-ELA Standards during the summer, non-contracted days.

Person Responsible

Corey Brooks

Schedule

On 8/7/2014

Evidence of Completion

Agendas, Sign In Sheets, PPT's

Action Step 5 5

Professional Development for FSA Scoring Rubric

Person Responsible

Corey Brooks

Schedule

Monthly, from 10/2/2014 to 2/27/2015

Evidence of Completion

Agendas, Sign In Sheets, PPT's, Scoring Rubrics, Double Scoring Excel Spread Sheet

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review of Lesson Plans, conducting Classroom Walk-throughs, and review of Student Artifacts

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, I-Observation Walk-through Data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers submit lesson plans weekly, classroom walk-throughs, descriptive feedback on student assignments from teachers, and common planning logs.

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Lesson Plan Checklists, Common Planning Checklists, I-Observation Data.

G1.B5 Low parent commitment-participation in supporting school wide literacy initiatives. 2

B113056

G1.B5.S1 Recruit and educate parents on the importance of literacy and their role in improving their child's education. 4

S124377

Strategy Rationale

Research demonstrates that increased family involvement improves student performance.

Action Step 1 5

Community resource person will provide parent trainings, effective communications, home visits as needed, build relationships with community members

Person Responsible

Corey Brooks

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign Ins, Phone Logs, Artifacts

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Weekly update meetings Title I administrator and community resource person

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Calendar Invites, Agendas, Logs and Schedule

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administration will focus on student achievement of parents that regularly attend parent activities.

Person Responsible

Corey Brooks


Schedule

Monthly, from 9/24/2014 to 6/5/2015


Evidence of Completion

Attendance log(excel), EDW Subgroup Monitoring


G2. Teachers will Implement researched based technological programs with fidelity to meet the specific needs of all students. 1

 G037137

G2.B1 Students do not have a consistent access to technology in all classrooms. 2

 B089137

G2.B1.S1 Provide increased technology for student usage bolster literacy, math fluency, and science content. 4

 S099769

Strategy Rationale

Increased student access will lead to improved student achievement levels when technology is implemented with fidelity.

Action Step 1 5

Create and utilize computer lab stations and increase the use of technology during instruction

Person Responsible

Corey Brooks

Schedule

Daily, from 9/29/2014 to 5/29/2015

Evidence of Completion

completed lab, lab schedules, teacher lesson plans, software data reports

Action Step 2 5

Literacy Program- Merit Software

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Program reports, Student Sign In, Teacher Sign In

Action Step 3 5

Provide extended day tutorial support utilizing technology based programs

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student Sign In Sheets, Lesson Plans, Teacher Sign In Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor data reports, walk-throughs, ITSA updates and lesson plans

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

data reports, observations, lesson plans, schedules

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student proficiency will increase on diagnostics, common assessments, EOC exams, science FCAT, and FSA.

Person Responsible

Corey Brooks


Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Assessment Reports and Usage Reports.

G2.B2 Teachers being properly trained on how to use core and supplementary instructional technology programs. 2

 B101324

G2.B2.S1 Provide training and on-site modeling to use core and supplementary instructional programs. 4

 S112524

Strategy Rationale

Allow for teachers to implement technological programs with fidelity.

Action Step 1 5

Provide teachers training on the implementation of the Read 180 technology program.

Person Responsible

Corey Brooks

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Sign In-Sheets, Agenda, PPT

Action Step 2 5

Provide teachers training on the use of HMH Digital Access for teachers and students.

Person Responsible

Corey Brooks

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Sign In Sheets, Agenda, PPT

Action Step 3 5

Provide elective teachers, social studies teachers (6th and 8th), and Language Arts teachers training on the implementation of the reading plus program.

Person Responsible

Corey Brooks

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Sign In Sheets, Agenda, PPT

Action Step 4 5

Training on the implementation of Gizmos

Person Responsible

Corey Brooks

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Sign In Sheets, Agenda, PPT

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom Walkthroughs

Person Responsible

Corey Brooks

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

I-Observation Reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review of technology reports.

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Read 180, Reading Plus, HMH, and Gizmo reports that display student data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student proficiency will increase on diagnostics, common assessments, EOC exams, science FCAT, and FSA.

Person Responsible

Corey Brooks


Schedule

Monthly, from 9/2/2014 to 6/4/2015


Evidence of Completion

Assessment Reports and Usage Reports


G3. Teachers will effectively collaborate and plan to create rigorous, relevant instruction that is strategically aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0 **1**

 G037138

G3.B1 Teachers lack of experience in effective common planning **2**

 B089138

G3.B1.S3 Teachers will plan for daily whole and small group instruction. **4**

 S114575

Strategy Rationale

All daily lessons will be strategically planned to meet the academic needs of all students.

Action Step 1 **5**

Establish/reinforce daily planning norms and expectations.

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/8/2014 to 9/12/2014

Evidence of Completion

Daily Planning Norms, Expectations, and Procedures Document

Action Step 2 **5**

Administration will conduct walk-throughs to observe instructional delivery of daily lesson plans and small group instruction.

Person Responsible

Corey Brooks

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Walk-through Logs, I-Observation Design Question 2

Action Step 3 5

Administrative Support Personnel, Area Specialist, and Transformation Team will model how to create daily lesson plans.

Person Responsible

Corey Brooks

Schedule

Daily, from 9/8/2014 to 6/4/2015

Evidence of Completion

Agendas, Sign In Sheets, Common Planning Logs

Action Step 4 5

Support personnel will assist with small group instruction in mathematics classes.

Person Responsible

Corey Brooks

Schedule

Daily, from 9/17/2014 to 6/5/2015

Evidence of Completion

Schedules, Lesson Plans

Action Step 5 5

Provide additional Language Arts Teacher to have more flexibility in providing small group instruction.

Person Responsible

Corey Brooks

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Schedule, position status report

Action Step 6 5

Math Coach will model effective strategies for whole and small group instruction in the classroom.

Person Responsible

Corey Brooks

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Schedules, lesson plans, position status report

Action Step 7 5

8th Grade Science Teachers will receive training off campus at Lincoln Elementary for a total of 6 days embedded throughout the year.

Person Responsible

Corey Brooks

Schedule

Monthly, from 9/10/2014 to 6/5/2015

Evidence of Completion

TDE, Lesson Plans, Resource Materials, Agenda

Action Step 8 5

Collegial Planning

Person Responsible

Corey Brooks

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Sign In Sheets, Agendas, Artifacts, Lesson Plans

Action Step 9 5

Attend IB of Americas Conference to receive training on the implementation of the IB philosophy, Common Core Standards, and increasing the level of rigor of instruction.

Person Responsible

Corey Brooks

Schedule

On 7/13/2014

Evidence of Completion

Agendas, Program, Airline Ticket Receipts, Registration

Action Step 10 5

Provide supplemental instructional materials across core curriculum classes.

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Invoices, requisitions, and budget reports.

Action Step 11 5

Provide teachers with in dept training on Marzano's Domain 1

Person Responsible

Corey Brooks

Schedule

Monthly, from 11/4/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Weekly Lesson Plans with daily explicit whole and small group instruction.

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/3/2014 to 6/2/2015

Evidence of Completion

Weekly Lesson Plans, Increased evidence of teachers meeting applying and innovating levels on I-Observation in DQ 2, DQ 3, DQ 4.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Data from classroom walk-throughs, unit assessments, and diagnostics

Person Responsible

Corey Brooks

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through logs, comparing grade level unit assessments, EDW data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Create and utilize computer lab stations and increase the use of technology during instruction	Brooks, Corey	9/29/2014	completed lab, lab schedules, teacher lesson plans, software data reports	5/29/2015 daily
G2.B2.S1.A1	Provide teachers training on the implementation of the Read 180 technology program.	Brooks, Corey	9/2/2014	Sign In-Sheets, Agenda, PPT	6/4/2015 monthly
G3.B1.S3.A1	Establish/reinforce daily planning norms and expectations.	Brooks, Corey	9/8/2014	Daily Planning Norms, Expectations, and Procedures Document	9/12/2014 weekly
G1.B4.S1.A1	Training on FSA-ELA Standards during professional development days	Brooks, Corey	9/18/2014	Agendas, PPT, Sign In Sheets, and Artifacts	6/4/2015 biweekly
G1.B5.S1.A1	Community resource person will provide parent trainings, effective communications, home visits as needed, build relationships with community members	Brooks, Corey	9/22/2014	Agendas, Sign Ins, Phone Logs, Artifacts	6/5/2015 monthly

Palm Beach - 0201 - John F. Kennedy Middle School - 2014-15 SIP

John F. Kennedy Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A2	Provide teachers training on the use of HMH Digital Access for teachers and students.	Brooks, Corey	9/2/2014	Sign In Sheets, Agenda, PPT	6/4/2015 monthly
G3.B1.S3.A2	Administration will conduct walk-throughs to observe instructional delivery of daily lesson plans and small group instruction.	Brooks, Corey	9/15/2014	Walk-through Logs, I-Observation Design Question 2	6/4/2015 daily
G1.B4.S1.A2	Unpacking FSA-ELA standards during Learning Team meetings.	Brooks, Corey	9/22/2014	Agendas, Sign In Sheets, Administrative walkthroughs	6/4/2015 weekly
G2.B1.S1.A2	Literacy Program- Merit Software	Brooks, Corey	9/29/2014	Program reports, Student Sign In, Teacher Sign In	6/5/2015 weekly
G2.B2.S1.A3	Provide elective teachers, social studies teachers (6th and 8th), and Language Arts teachers training on the implementation of the reading plus program.	Brooks, Corey	9/2/2014	Sign In Sheets, Agenda, PPT	6/4/2015 monthly
G3.B1.S3.A3	Administrative Support Personnel, Area Specialist, and Transformation Team will model how to create daily lesson plans.	Brooks, Corey	9/8/2014	Agendas, Sign In Sheets, Common Planning Logs	6/4/2015 daily
G1.B4.S1.A3	Utilizing FSA-ELA standards during Common Planning meetings to develop reading and writing activities in all core subject areas.	Brooks, Corey	9/22/2014	Agendas, Sign in Sheets, Administrative walkthroughs	6/4/2015 weekly
G2.B1.S1.A3	Provide extended day tutorial support utilizing technology based programs	Brooks, Corey	9/2/2014	Student Sign In Sheets, Lesson Plans, Teacher Sign In Sheets	6/5/2015 weekly
G2.B2.S1.A4	Training on the implementation of Gizmos	Brooks, Corey	9/2/2014	Sign In Sheets, Agenda, PPT	6/4/2015 monthly
G1.B4.S1.A4	On campus training of FSA-ELA Standards during the summer, non-contracted days.	Brooks, Corey	8/4/2014	Agendas, Sign In Sheets, PPT's	8/7/2014 one-time
G3.B1.S3.A4	Support personnel will assist with small group instruction in mathematics classes.	Brooks, Corey	9/17/2014	Schedules, Lesson Plans	6/5/2015 daily
G1.B4.S1.A5	Professional Development for FSA Scoring Rubric	Brooks, Corey	10/2/2014	Agendas, Sign In Sheets, PPT's, Scoring Rubrics, Double Scoring Excel Spread Sheet	2/27/2015 monthly
G3.B1.S3.A5	Provide additional Language Arts Teacher to have more flexibility in providing small group instruction.	Brooks, Corey	8/18/2014	Schedule, position status report	6/5/2015 daily
G3.B1.S3.A6	Math Coach will model effective strategies for whole and small group instruction in the classroom.	Brooks, Corey	8/18/2014	Schedules, lesson plans, position status report	6/5/2015 daily
G3.B1.S3.A7	8th Grade Science Teachers will receive training off campus at Lincoln Elementary for a total of 6 days embedded throughout the year.	Brooks, Corey	9/10/2014	TDE, Lesson Plans, Resource Materials, Agenda	6/5/2015 monthly
G3.B1.S3.A8	Collegial Planning	Brooks, Corey	9/17/2014	Sign In Sheets, Agendas, Artifacts, Lesson Plans	6/5/2015 monthly
G3.B1.S3.A9	Attend IB of Americas Conference to receive training on the implementation of the IB philosophy, Common Core Standards, and increasing the level of rigor of instruction.	Brooks, Corey	7/9/2014	Agendas, Program, Airline Ticket Receipts, Registration	7/13/2014 one-time
G3.B1.S3.A10	Provide supplemental instructional materials across core curriculum classes.	Brooks, Corey	9/17/2014	Invoices, requisitions, and budget reports.	6/5/2015 weekly
G3.B1.S3.A11	Provide teachers with in dept training on Marzano's Domain 1	Brooks, Corey	11/4/2014		6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	-I-observation walk-through teacher data. -Common Assessment Data - Diagnostic Data -Read 180 reports - Reading Plus reports	Brooks, Corey	9/5/2014	-I-observation data reports. -Common Assessment Data in Reading and Language Arts classes will demonstrate trends in more students reaching the proficiency level for each respective assessment. -Diagnostic data will show improvements in student scores. -Read 180 data reports will demonstrate students trending towards higher levels. -Fall to Winter Diagnostic Comparison Data will demonstrate an overall increase in student performance.	6/2/2015 weekly
G1.B4.S1.MA1	Teachers submit lesson plans weekly, classroom walk-throughs, descriptive feedback on student assignments from teachers, and common planning logs.	Brooks, Corey	9/8/2014	Lesson Plan Checklists, Common Planning Checklists, I-Observation Data.	6/2/2015 weekly
G1.B4.S1.MA1	Review of Lesson Plans, conducting Classroom Walk-throughs, and review of Student Artifacts	Brooks, Corey	9/5/2014	Lesson Plans, I-Observation Walk-through Data	6/4/2015 weekly
G1.B5.S1.MA1	Administration will focus on student achievement of parents that regularly attend parent activities.	Brooks, Corey	9/24/2014	Attendance log(excel), EDW Subgroup Monitoring	6/5/2015 monthly
G1.B5.S1.MA1	Weekly update meetings Title I administrator and community resource person	Brooks, Corey	9/24/2014	Calendar Invites, Agendas, Logs and Schedule	6/5/2015 weekly
G2.MA1	Student proficiency will increase on diagnostics, common assessments, EOC exams and FCAT.	Brooks, Corey	10/6/2014	Increased proficiency on data from common assessments, diagnostics, EOC exams, science FCAT, and FSA	5/29/2015 every-2-months
G2.B1.S1.MA1	Student proficiency will increase on diagnostics, common assessments, EOC exams, science FCAT, and FSA.	Brooks, Corey	10/6/2014	Assessment Reports and Usage Reports.	5/29/2015 biweekly
G2.B1.S1.MA1	Monitor data reports, walk-throughs, ITSA updates and lesson plans	Brooks, Corey	9/29/2014	data reports, observations, lesson plans, schedules	5/29/2015 weekly
G2.B2.S1.MA1	Student proficiency will increase on diagnostics, common assessments, EOC exams, science FCAT, and FSA.	Brooks, Corey	9/2/2014	Assessment Reports and Usage Reports	6/4/2015 monthly
G2.B2.S1.MA1	Classroom Walkthroughs	Brooks, Corey	9/2/2014	I-Observation Reports	6/4/2015 daily
G2.B2.S1.MA2	Review of technology reports.	Brooks, Corey	9/2/2014	Read 180, Reading Plus, HMH, and Gizmo reports that display student data.	6/4/2015 weekly
G3.MA1	-I-observation walk-through teacher data. -Common Assessment Data - Diagnostic Data -Read 180 reports - Reading Plus reports	Brooks, Corey	9/15/2014	-I-observation data will trend towards teachers receiving more applying and innovating ratings. -Common Assessment Data will show trends in more students reaching the proficiency level for each respective assessment. - Diagnostic data will show improvements in student scores.	6/4/2015 weekly
G3.B1.S3.MA1	Data from classroom walk-throughs, unit assessments, and diagnostics	Brooks, Corey	9/15/2014	Classroom walk-through logs, comparing grade level unit assessments, EDW data	6/4/2015 weekly
G3.B1.S3.MA1	Weekly Lesson Plans with daily explicit whole and small group instruction.	Brooks, Corey	9/3/2014	Weekly Lesson Plans, Increased evidence of teachers meeting applying and innovating levels on I-Observation in DQ 2, DQ 3, DQ 4.	6/2/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. John F. Kennedy Middle School will incorporate reading and writing throughout the content areas that are aligned to respective content standards.

G1.B4 Content-area teachers knowledge of new ELA standards and connection to content-area standards

G1.B4.S1 Provide training during professional development days, common planning, and learning team meetings on ELA-FSA standards and their connection to the subject area content.

PD Opportunity 1

Training on FSA-ELA Standards during professional development days

Facilitator

Dr. Nearor

Participants

Science, Social Studies, and Elective Classes

Schedule

Biweekly, from 9/18/2014 to 6/4/2015

PD Opportunity 2

On campus training of FSA-ELA Standards during the summer, non-contracted days.

Facilitator

Dr. Walker

Participants

Reading and Language Arts Teachers

Schedule

On 8/7/2014

PD Opportunity 3

Professional Development for FSA Scoring Rubric

Facilitator

Dr. Walker

Participants

Language Arts

Schedule

Monthly, from 10/2/2014 to 2/27/2015

G2. Teachers will implement researched based technological programs with fidelity to meet the specific needs of all students.

G2.B2 Teachers being properly trained on how to use core and supplementary instructional technology programs.

G2.B2.S1 Provide training and on-site modeling to use core and supplementary instructional programs.

PD Opportunity 1

Provide teachers training on the implementation of the Read 180 technology program.

Facilitator

Read 180 Representative

Participants

Reading Teachers

Schedule

Monthly, from 9/2/2014 to 6/4/2015

PD Opportunity 2

Provide teachers training on the use of HMH Digital Access for teachers and students.

Facilitator

Christina Gray

Participants

Language Arts Teachers

Schedule

Monthly, from 9/2/2014 to 6/4/2015

PD Opportunity 3

Provide elective teachers, social studies teachers (6th and 8th), and Language Arts teachers training on the implementation of the reading plus program.

Facilitator

Yarnell Williams

Participants

Elective teachers, social studies teachers (6th and 8th), and Language Arts teachers.

Schedule

Monthly, from 9/2/2014 to 6/4/2015

PD Opportunity 4

Training on the implementation of Gizmos

Facilitator

Gizmo Representative

Participants

Science and Math Teachers

Schedule

Monthly, from 9/2/2014 to 6/4/2015

G3. Teachers will effectively collaborate and plan to create rigorous, relevant instruction that is strategically aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0

G3.B1 Teachers lack of experience in effective common planning

G3.B1.S3 Teachers will plan for daily whole and small group instruction.

PD Opportunity 1

8th Grade Science Teachers will receive training off campus at Lincoln Elementary for a total of 6 days embedded throughout the year.

Facilitator

Lacey Sawyer

Participants

8th Grade Science Teachers

Schedule

Monthly, from 9/10/2014 to 6/5/2015

PD Opportunity 2

Attend IB of Americas Conference to receive training on the implementation of the IB philosophy, Common Core Standards, and increasing the level of rigor of instruction.

Facilitator

Conference Presenters

Participants

Corey Brooks, Timothy Nance, Paul Wojciechowsky, Shantera Johnson, Shahira Givens.

Schedule

On 7/13/2014

PD Opportunity 3

Provide teachers with in dept training on Marzano's Domain 1

Facilitator

Learning Sciences International

Participants

JFK Teacher Faculty

Schedule

Monthly, from 11/4/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: John F. Kennedy Middle School will incorporate reading and writing throughout the content areas that are aligned to respective content standards.	62,576
Goal 2: Teachers will Implement researched based technological programs with fidelity to meet the specific needs of all students.	67,879
Goal 3: Teachers will effectiively collaborate and plan to create rigorous, relevant instruction that is strategically aligned to ELA and Mathmatics Florida Standards, EOC's, and Science FCAT 2.0	242,060
Grand Total	372,515

Goal 1: John F. Kennedy Middle School will incorporate reading and writing throughout the content areas that are aligned to respective content standards.

Description	Source	Total
B4.S1.A1 - PD supplies-Chart paper, 3-ring binders, ink, markers,	Title I Part A	2,000
B4.S1.A4 - Stipends for summer training, including benefits.	Title I Part A	9,469
B4.S1.A5 - Substitute coverage for teachers	Title I Part A	2,700
B5.S1.A1 - community resource person	Title I Part A	48,407
Total Goal 1		62,576

Goal 2: Teachers will Implement researched based technological programs with fidelity to meet the specific needs of all students.

Description	Source	Total
B1.S1.A1 - Online subscriptions (V-Math and Gizmos)	SIG 1003(a)	6,500
B1.S1.A1 - approximately 18 desktop/laptop computers	SIG 1003(a)	12,750
B1.S1.A1 - computer tables for lab stations	Title I Part A	3,500
B1.S1.A1 - mobis and clickers (6 sets)	Title I Part A	8,995
B1.S1.A1 - laptop cart bundle with laptops	Title I Part A	12,750
B1.S1.A1 - Headphones for Read 180	Title I Part A	1,120
B1.S1.A1 - Peripheral Computer Items (cables, mice, keyboards, hard-drive, and surge protectors)	Title I Part A	1,088
B1.S1.A2 - Computer based writing and literacy program-Merit Softwares	SIG 1003(a)	3,000
B1.S1.A3 - Tutorial Salary and Benefits	Title I Part A	12,688
B1.S1.A3 - Tutorial Salary and Benefits	SIG 1003(a)	5,488

Goal 2: Teachers will implement researched based technological programs with fidelity to meet the specific needs of all students.

Description	Source	Total
Total Goal 2		67,879

Goal 3: Teachers will effectively collaborate and plan to create rigorous, relevant instruction that is strategically aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0

Description	Source	Total
B1.S1.A1 - stipends- salaries & benefits	Title I Part A	7,915
B1.S1.A2 - Conference of Americas - travel expenses and registration costs	Title I Part A	13,526
B1.S3.A4 - Para II salary and benefits	Title I Part A	27,468
B1.S3.A5 - Language Arts Teacher-salary and benefits	Title I Part A	65,879
B1.S3.A6 - Math Coach-Salary and Benefits	Title I Part A	72,474
B1.S3.A7 - 8th Grade Science Training	Title I Part A	2,100
B1.S3.A8 - Facilitator-Salary and Benefits	Title I Part A	1,500
B1.S3.A8 - Part time in system for collegial planning	Title I Part A	7,000
B1.S3.A8 - PD Supplies-chart paper, ink, binders, notebooks, resource books, paper, folders.	Title I Part A	2,500
B1.S3.A9 - IB Conference-All Expenses	Title I Part A	13,783
B1.S3.A10 - Civics Supplemental Material "The Gateway to American Government", student and teacher materials.	SIG 1003(a)	4,000
B1.S3.A10 - Classroom Supplies-paper clips, lamenating film, scissors, folders, index cards, notepads, copy paper, pencil sharpeners, staplers, color copy paper, ink and toner, classroom libraries, science equipment and lab material, math manipulatives.	Title I Part A	5,000
B1.S3.A11 - Professional Development Consultant for Marzano Domain 1	Title I Part A	11,000
B2.S1.A2	Title I Part A	7,915
Total Goal 3		242,060