

The School District of Palm Beach County

John F. Kennedy Middle School



2015-16 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	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	96%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 Celebration." In February, we acknowledge the contributions of African American leaders and host a "Black History Night." The month of May, is the time that we as a school celebrate Haitian Heritage Month.

During the timeframe listed above, 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.

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	3	2	3	8
One or more suspensions	57	63	76	196
Course failure in ELA or Math	14	25	35	74
Level 1 on statewide assessment	0	0	0	

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	7	13	12	32

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

- Level 1 and Level 2 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 Reading, Language Arts, and Math FSQ and USA assessments. Students not demonstrating a cut off level of achievement will also be targeted for after school tutorials.
- Students struggling on Mastery of Reading standards will be recommended for tutorial remediation with resource teacher, during after school and Saturday School Strategy Workshops.
- Students in Civics (7th) 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:

Name	Title
Brooks, Corey	Principal
Reyes, Michelle	Assistant Principal
Nance, Timothy	Assistant Principal
Wojciechowsky, Paul	Assistant Principal
Williams, Yarnell	Instructional Coach
Burnett, Nicole	Instructional Coach

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.

* 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 9 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 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, Reading Coach, Science Coach and LTF to assist teachers in implementing instructional programs. School Transformation Offices and curriculum personnel funded by Title I provide ongoing support.

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 and Florida A&M University. Both partners support JFK with mentoring, volunteering, and student activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Corey Brooks	Principal
Lisa Raiford	Parent
Denise Smith-Blue	Teacher
Tonya Brooks	Business/Community
Megan Williams	Teacher
Yarnell Williams	Parent
Felicity Rizzi	Student
Marvin Beach	Teacher
Indra Miller	Education Support Employee
Jeremiah Garvin	Student

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:

- participate in planning and monitoring of SIP
- initiate activities or programs that generate greater cooperation between the community and the school
- assist in the development of educational goals and objectives
- recommend various support services in the school
- 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
 Furniture for Parent Computer Stations
 Supplies and refreshments for parent training's
 Teachers to facilitate parent training's (PTIS & Benefits)

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:

Name	Title
Brooks, Corey	Principal
Reyes, Michelle	Assistant Principal
Williams, Yarnell	Instructional Coach
Burnett, Nicole	Instructional Coach
Nance, Timothy	Assistant Principal
Wojciechowsky, Paul	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT has implemented two school-wide literacy initiatives this school year: RACES (cite textual evidence) and Close Reading.

The LLT has developed a Reading Skill of the Monthly calendar for all content areas to support the literacy initiative on a daily basis.

The LLT collaborates with all department chairs on student data analysis, common planning, and literacy strategies on a bi-weekly basis.

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.

The LLT will utilize I-Ready during Social Studies and Science. I-Ready is a prescriptive web-based program that addresses student weaknesses with phonological awareness, phonics, high-frequency words, vocabulary, and comprehension in the effort of improving student reading scores.

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: Michelle Reyes

-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

Allen Boyd - Joseph Haynes

Joshua Wade - Shahira Givens

Dwayan Brown - Joanna Markoulis

Kristina Jackson - Brenda Winfrey

Lakia Forward - Marvin Beach

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 Reading, ELA, Science and Civics teachers have also been trained on utilizing the Florida Standard 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 100 minute reading block.
- Creating a schedule with an uninterrupted 55 minute block.
- Creating an intervention schedule to provide remedial support to L1 and L2 (reading and mathematics) students.
- Providing instruction aligned with the Florida Standards across all content areas.
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
- Administering assessments which align to Florida 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: After School Program

Minutes added to school year: 14,000

Students will be invited to participate in our After School program
Students will be targeted based on formative and summative 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
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nance, Timothy, timothy.nance@palmbeachschools.org

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

-Pull and analyze Performance Matters, FAIR, ExamView, CPS, Diagnostics, Palm Beach Performance and any other benchmark specific common assessment data on a weekly and/or bi-weekly basis

Strategy: Weekend Program

Minutes added to school year: 10,450

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 , I-Ready, Reading Plus, ExamView, CPS, Diagnostics, and Palm Beach Performance Assessment.

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

Nance, Timothy, timothy.nance@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

Strategy: Before School Program

Minutes added to school year: 14,000

Students will be invited to participate in our morning care program.
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

Nance, Timothy, timothy.nance@palmbeachschools.org

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

-Pull and analyze Performance Matters, FAIR, ExamView, CPS, Diagnostics, Palm Beach Performance Assessment 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 a 6th-8th grade intervention plan that starts in September. This intervention provides 6th-8th 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

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, 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Data was analyzed and discussed.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Data was analyzed and discussed.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement a School-wide Positive Behavior Support (SwPBS) system with fidelity then disciplinary infractions will decrease and student learning opportunities will increase.
- G2.** If teachers common plan as grade level PLCs to implement with fidelity engaging, high quality rigorous instruction aligned to the Florida Standards then student achievement will increase across all content areas.

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. If we implement a School-wide Positive Behavior Support (SwPBS) system with fidelity then disciplinary infractions will decrease and student learning opportunities will increase. 1a

G069961

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	100.0
Students exhibiting two or more EWS indicators (Total)	3.0

Resources Available to Support the Goal 2

- JFKMS SwPBS Matrix - Expectations and procedures.
- JFKMS Attention Signal "Viking V "
- Vision Committee
-

Targeted Barriers to Achieving the Goal 3

- Need for a consistent understanding and implementation with fidelity of JFKMS universal expectations for Single School Culture.

Plan to Monitor Progress Toward G1. 8

Review EWS data for disciplinary referrals and suspensions.

Person Responsible

Timothy Nance

Schedule

On 6/3/2016

Evidence of Completion

A discipline summary report that provides an indication of a reduction of school-wide suspension rates, lunch detentions, and ALC attendance to validate that students are in a learning environment.

Plan to Monitor Progress Toward G1. 8

Marzano Learning Walks Data will show an increase in data marks in DQ5, DQ7, and DQ8.

Person Responsible

Michelle Reyes

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

When students are engaged, following rules and procedures, and establishing and maintaining effective relationships with teachers and students the school climate will improve.

G2. If teachers common plan as grade level PLCs to implement with fidelity engaging, high quality rigorous instruction aligned to the Florida Standards then student achievement will increase across all content areas.

1a

G069962

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
FSA Mathematics - Achievement	50.0
FCAT 2.0 Science Proficiency	50.0
Civics EOC Pass	50.0
Writing Gains District Assessment	50.0
Teacher attendance rate	99.0

Resources Available to Support the Goal 2

- Engaged Leadership is committed to improving high quality instruction.
- District Curriculum & Support
- Weekly Common Planning Structures are in place.
- Updated Item Specifications/sample question types.
- School-wide IB Unit planner.
- Technology/Mobile Labs/Integrated learning systems/CPS system
- Academic Leaders
- Marzano Trainings

Targeted Barriers to Achieving the Goal 3

- Implementing with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments.
- Lack of student engagement can impede student learning.
- Limited time during class periods to provide necessary remediation and reteaching of previously taught concepts; significant number of students not on track for promotion due to academic/behavioral/social concerns.
- Limited district professional development opportunities
- Parents are unfamiliar with resources and strategies available to assist students at home.

Plan to Monitor Progress Toward G2. 8

Data analysis on Performance Matters test platform. Student Data Chats with administrators, teachers and parents; Teacher Data Chats with administration and parents.

Person Responsible

Corey Brooks

Schedule

Quarterly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Student achievement data will show student growth on PBPAs, FAIR, SRI, FSQ, USA, Reading Plus, and FSA assessment.

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. If we implement a School-wide Positive Behavior Support (SwPBS) system with fidelity then disciplinary infractions will decrease and student learning opportunities will increase. **1**

 G069961

G1.B1 Need for a consistent understanding and implementation with fidelity of JFKMS universal expectations for Single School Culture. **2**

 B182092

G1.B1.S1 Vision Committee to lead SWPBS school climate initiatives. **4**

 S193779

Strategy Rationale

Gain Buy-In with all stakeholders including: administrators, teachers, all staff, students and parents.

Action Step 1 **5**

Vision Committee Forum to conduct needs assessment with each stake holder group.

Person Responsible

Timothy Nance

Schedule

Weekly, from 8/31/2015 to 9/28/2015

Evidence of Completion

Problem Solving Process/Needs Assessment/Data Collected Anchor Charts.

Action Step 2 5

Analyze survey data to determine school-wide needs.

Person Responsible

Michelle Reyes

Schedule

On 10/12/2015

Evidence of Completion

Data Analysis

Action Step 3 5

Conduct PD needs assessment related to school climate survey results

Person Responsible

Timothy Nance

Schedule

On 5/31/2016

Evidence of Completion

Completed Surveys

Action Step 4 5

Monitor Discipline Infraction Data Reports by Grade level

Person Responsible

Timothy Nance

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Discipline Summary Report from EDW or Performance Matters

Action Step 5 5

Student Success Assemblies/Student Ambassadors

Person Responsible

Michelle Reyes

Schedule

Monthly, from 10/5/2015 to 5/30/2016

Evidence of Completion

Decrease in Discipline Summary Reports , Grade Level Praise Bulletin Board Pictures

Action Step 6 5

Vikings Sun-Sational Acts of Kindness Bulletin Board

Person Responsible

Michelle Reyes

Schedule

Monthly, from 10/5/2015 to 6/2/2016

Evidence of Completion

Staff Modeling positive climate change as evidence of bulletin board entries.

Action Step 7 5

Prep 4 Life Program

Person Responsible

Timothy Nance

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Progress Monitoring for Academics and Behavior, Conference Forms, Student Roster with signatures

Action Step 8 5

Marzano Element of the Week

Person Responsible

Corey Brooks

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Weekly Update Bulletin and Data Marks in iObservation.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Collaboration between vision committee and team leader committee.

Person Responsible

Corey Brooks

Schedule

Biweekly, from 8/31/2015 to 6/2/2016

Evidence of Completion

Analysis of Survey Data, Student Success Assemblies, Sun-Sational Teacher Bulletin Board

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Discipline Summary Data Reports including Suspension Data

Person Responsible

Corey Brooks

Schedule

Weekly, from 8/31/2015 to 6/2/2016

Evidence of Completion

Grade Level Lunch Detentions, Student Referrals, Parent Communication Log, ALC/OSS Report

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Learning Walks

Person Responsible

Corey Brooks

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Weekly administration walk-through calendar, learning walk data marks, and focused feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze trends and patterns of classroom learning walk data with a specific focus on design questions aligned to SwPBS and school culture.

Person Responsible

Corey Brooks

Schedule

Daily, from 8/31/2015 to 6/2/2016

Evidence of Completion

Teacher utilizing SwPBS protocol (example: Viking "V"), Observation data, debriefing notes, administration recommendations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze grade level trends of discipline infractions/suspensions.

Person Responsible

Timothy Nance

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Room checks, grade level detentions, ALC roster, and OSS roster.

G2. If teachers common plan as grade level PLCs to implement with fidelity engaging, high quality rigorous instruction aligned to the Florida Standards then student achievement will increase across all content areas.

1

G069962

G2.B1 Implementing with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments. 2

B182094

G2.B1.S1 Implement data driven common planning aligned to the rigor of the Florida standards to target instruction to meet student differentiated needs and accelerate all students to grade level proficiency. 4

S193781

Strategy Rationale

Organizing the instructional block to monitor student mastery of the progression of standards required for each grade level and content area will allow teachers to maximize student learning outcomes towards college and career readiness. Teachers need daily/ongoing formative assessment data to understand and plan effectively to meet students' differentiated learning needs.

Action Step 1 5

Create a bell to bell instructional framework that includes standards, curriculum resources, instructional targets, formative assessments and remediation/enrichment.

Person Responsible

Corey Brooks

Schedule

Weekly, from 8/24/2015 to 9/30/2015

Evidence of Completion

Completed instructional framework posted in classroom for administrative, teacher, and student reference.

Action Step 2 5

Teachers will meet in professional learning communities to develop understanding of the cognitive demands of the standards and plan appropriate lessons.

Person Responsible

Michelle Reyes

Schedule

Weekly, from 8/25/2015 to 6/2/2016

Evidence of Completion

Teacher lesson plans and learning walk data.

Action Step 3 5

Teacher will develop higher order questions (DOK 2-3) as outlined in the item specifications.

Person Responsible

Michelle Reyes

Schedule

Weekly, from 8/25/2015 to 6/2/2016

Evidence of Completion

Teacher lesson plans and learning walk data.

Action Step 4 5

Analyze district created formative assessment data (FSQ and USA) and daily classroom embedded formative assessment data (such as: exit slip) to plan instruction to meet student differentiated learning needs.

Person Responsible

Corey Brooks

Schedule

Biweekly, from 8/25/2015 to 6/2/2016

Evidence of Completion

Data analysis on Performance Matters test platform. Student Data Chats with administrators, teachers and parents; Teacher Data Chats with administration and parents.

Action Step 5 5

Teachers will develop standards based learning scales.

Person Responsible

Michelle Reyes

Schedule

Monthly, from 8/25/2015 to 6/2/2016

Evidence of Completion

Standards Based Learning Scales and Learning Walk Data

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

Administration will attend select data driven common planning meetings and discuss standards, cognitive demands, and student products.

Person Responsible

Corey Brooks

Schedule

Weekly, from 8/25/2015 to 6/2/2016

Evidence of Completion

Sign-in sheets showing administrator attendance at common planning, common planning agenda, summary notes, sample scales, lesson plans, question stems, data disaggregation,

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

Learning Walks

Person Responsible

Corey Brooks

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Learning Walk Data and Focused Feedback.

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

Marzano learning walks by administration.

Person Responsible

Corey Brooks

Schedule

Daily, from 8/25/2015 to 6/2/2016

Evidence of Completion

Increasing the amount of data marks on DQ 1, 2, 3, 4,5 on Marzano Learning Map.

G2.B7 Lack of student engagement can impede student learning. 2

 B182100

G2.B7.S1 Use of various modalities (interactive student response systems, student white-boards, brainstorm carousel, etc...) to increase and monitor student engagement. 4

 S193783

Strategy Rationale

Increase student engagement in the classroom to promote student learning.

Action Step 1 5

Students will be able to participate in interactive lessons with the use of CPS system.

Person Responsible

Michelle Reyes

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

CPS Data Summary and Lesson plans.

Action Step 2 5

Student will use web-based programs to reinforce concepts previously taught throughout the school day.

Person Responsible

Corey Brooks

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Usage Reports, lesson plans, Data Summary Reports

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Administration will review usage reports and lesson plans to monitor fidelity of program usage.

Person Responsible

Schedule

On 6/2/2016

Evidence of Completion

Annotated data reports from CPS, Web-Based programs, and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Analysis of student portfolios and online program data reports

Person Responsible

Michelle Reyes

Schedule

On 6/2/2016

Evidence of Completion

Student portfolios, instructional summary reports, and pupil progression meetings.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Analysis of student portfolios and online program data reports

Person Responsible

Michelle Reyes


Schedule

On 6/2/2016

Evidence of Completion

Student portfolios, instructional summary reports, and pupil progression meetings.

G2.B8 Limited time during class periods to provide necessary remediation and reteaching of previously taught concepts; significant number of students not on track for promotion due to academic/behavioral/social concerns. 2

 B182101

G2.B8.S1 Provide additional support and interventions for students who are identified as at-risk. 4

 S193784

Strategy Rationale

Academic/behavior/social support system will assist in improving learning outcomes.

Action Step 1 5

Resource teacher will provide pull-outs/push-in support to identified students.

Person Responsible

Corey Brooks

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedule, lesson plans, student rosters

Action Step 2 5

Out-of-System Tutors will provide academic/behavior instruction and progress monitoring for at-risk students.

Person Responsible

Timothy Nance

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedule, student rosters, conference notes and data chat form.

Action Step 3 5

Provide Extended Learning Opportunities for identified students (before, after-school, Saturday).

Person Responsible

Timothy Nance

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Schedule, Time-Sheets, Student sign-in, and sample lesson plans

Action Step 4 5

Summer 5.5 Program

Person Responsible

Michelle Reyes

Schedule

Daily, from 6/13/2016 to 6/30/2016

Evidence of Completion

Schedule. lesson plans, rosters, time-sheets and student sign-in sheet.

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

Administration will conduct walk-throughs to analyze program implementation.

Person Responsible

Timothy Nance

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Review, discuss, and provide annotated notes of feedback on student schedules, student rosters, conference notes, data chat form and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Administration will conduct observations on program implementation and student progress monitoring.

Person Responsible

Corey Brooks


Schedule

Daily, from 8/17/2015 to 6/2/2016


Evidence of Completion

Analysis, discussion and focused feedback on student data forms, usage rate, and progress.

G2.B9 Limited district professional development opportunities **2**

 B182102

G2.B9.S1 Ensure that teachers have the opportunity to participate in specialized professional development beyond the districts' offerings. **4**

 S193785

Strategy Rationale

Professional organizations provide targeted and specialized training to build teacher capacity.

Action Step 1 **5**

Teachers and Administrators will attend professional conferences related to their content areas or pedagogical needs.

Person Responsible

Corey Brooks

Schedule

Quarterly, from 10/1/2015 to 6/30/2016

Evidence of Completion

TDE, Conference Agenda, Travel Reimbursement, Travel Checklist

Action Step 2 **5**

Contract with Learning Science International for in-depth Marzano Training.

Person Responsible

Michelle Reyes

Schedule

Quarterly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Signed Consultant contract, sign-in sheet, agenda

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

TDE, agenda, follow-up activities will be monitored to ensure PD is translated to practice.

Person Responsible

Corey Brooks

Schedule

Monthly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Agenda, sign-in sheet, presentation of sharing information with staff.

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Review of agenda, sign-in sheet, presentation of shared with staff.

Person Responsible

Corey Brooks

Schedule

Monthly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Improvement of data marks on Marzano teacher evaluation instrument that correlate to the PD focus.

G2.B10 Parents are unfamiliar with resources and strategies available to assist students at home. 2

B182103

G2.B10.S1 Build parents capacity to reinforce rigorous concepts taught at school. 4

S193786

Strategy Rationale

Capitalize on the time students spend at home by equipping parents to serve as teaching partners.

Action Step 1 5

Part-Time parent liaison will coordinate parent communication and academic workshops.

Person Responsible

Michelle Reyes

Schedule

Monthly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Sample communication, sign-in, agendas, handouts, and parent evaluation

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Analysis of sign-in, agendas, handouts, training presentation and parent evaluation.

Person Responsible

Schedule

Monthly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Summary of parent evaluation results.

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Compare parent survey results, event evaluations, and participation rate.

Person Responsible

Corey Brooks

Schedule

Monthly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Increase of student/parent usage at home with edline, Reading Plus, and I-Ready.

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
G1.B1.S1.A1	Vision Committee Forum to conduct needs assessment with each stake holder group.	Nance, Timothy	8/31/2015	Problem Solving Process/Needs Assessment/Data Collected Anchor Charts.	9/28/2015 weekly
G2.B1.S1.A1	Create a bell to bell instructional framework that includes standards, curriculum resources, instructional targets, formative assessments and remediation/enrichment.	Brooks, Corey	8/24/2015	Completed instructional framework posted in classroom for administrative, teacher, and student reference.	9/30/2015 weekly
G2.B7.S1.A1	Students will be able to participate in interactive lessons with the use of CPS system.	Reyes, Michelle	9/14/2015	CPS Data Summary and Lesson plans.	6/3/2016 daily
G2.B8.S1.A1	Resource teacher will provide pull-outs/ push-in support to identified students.	Brooks, Corey	8/17/2015	Schedule, lesson plans, student rosters	6/3/2016 daily
G2.B9.S1.A1	Teachers and Administrators will attend professional conferences related to their content areas or pedagogical needs.	Brooks, Corey	10/1/2015	TDE, Conference Agenda, Travel Reimbursement, Travel Checklist	6/30/2016 quarterly
G2.B10.S1.A1	Part-Time parent liaison will coordinate parent communication and academic workshops.	Reyes, Michelle	9/8/2015	Sample communication, sign-in, agendas, handouts, and parent evaluation	6/2/2016 monthly
G1.B1.S1.A2	Analyze survey data to determine school-wide needs.	Reyes, Michelle	9/28/2015	Data Analysis	10/12/2015 one-time
G2.B1.S1.A2	Teachers will meet in professional learning communities to develop understanding of the cognitive demands of the standards and plan appropriate lessons.	Reyes, Michelle	8/25/2015	Teacher lesson plans and learning walk data.	6/2/2016 weekly
G2.B7.S1.A2	Student will use web-based programs to reinforce concepts previously taught throughout the school day.	Brooks, Corey	9/14/2015	Usage Reports, lesson plans, Data Summary Reports	6/3/2016 daily
G2.B8.S1.A2	Out-of-System Tutors will provide academic/behavior instruction and progress monitoring for at-risk students.	Nance, Timothy	8/17/2015	Schedule, student rosters, conference notes and data chat form.	6/3/2016 daily
G2.B9.S1.A2	Contract with Learning Science International for in-depth Marzano Training.	Reyes, Michelle	8/11/2015	Signed Consultant contract, sign-in sheet, agenda	6/3/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Conduct PD needs assessment related to school climate survey results	Nance, Timothy	9/21/2015	Completed Surveys	5/31/2016 one-time
G2.B1.S1.A3	Teacher will develop higher order questions (DOK 2-3) as outlined in the item specifications.	Reyes, Michelle	8/25/2015	Teacher lesson plans and learning walk data.	6/2/2016 weekly
G2.B8.S1.A3	Provide Extended Learning Opportunities for identified students (before, after-school, Saturday).	Nance, Timothy	8/31/2015	Schedule, Time-Sheets, Student sign-in, and sample lesson plans	6/3/2016 daily
G1.B1.S1.A4	Monitor Discipline Infraction Data Reports by Grade level	Nance, Timothy	8/17/2015	Discipline Summary Report from EDW or Performance Matters	6/2/2016 weekly
G2.B1.S1.A4	Analyze district created formative assessment data (FSQ and USA) and daily classroom embedded formative assessment data (such as:exit slip) to plan instruction to meet student differentiated learning needs.	Brooks, Corey	8/25/2015	Data analysis on Performance Matters test platform. Student Data Chats with administrators, teachers and parents; Teacher Data Chats with administration and parents.	6/2/2016 biweekly
G2.B8.S1.A4	Summer 5.5 Program	Reyes, Michelle	6/13/2016	Schedule. lesson plans, rosters, time-sheets and student sign-in sheet.	6/30/2016 daily
G1.B1.S1.A5	Student Success Assemblies/Student Ambassadors	Reyes, Michelle	10/5/2015	Decrease in Discipline Summary Reports , Grade Level Praise Bulletin Board Pictures	5/30/2016 monthly
G2.B1.S1.A5	Teachers will develop standards based learning scales.	Reyes, Michelle	8/25/2015	Standards Based Learning Scales and Learning Walk Data	6/2/2016 monthly
G1.B1.S1.A6	Vikings Sun-Sational Acts of Kindness Bulletin Board	Reyes, Michelle	10/5/2015	Staff Modeling positive climate change as evidence of bulletin board entries.	6/2/2016 monthly
G1.B1.S1.A7	Prep 4 Life Program	Nance, Timothy	8/24/2015	Progress Monitoring for Academics and Behavior, Conference Forms, Student Roster with signatures	6/2/2016 weekly
G1.B1.S1.A8	Marzano Element of the Week	Brooks, Corey	8/17/2015	Weekly Update Bulletin and Data Marks in iObservation.	6/2/2016 weekly
G1.MA1	Review EWS data for disciplinary referrals and suspensions.	Nance, Timothy	8/21/2015	A discipline summary report that provides an indication of a reduction of school-wide suspension rates, lunch detentions, and ALC attendance to validate that students are in a learning environment.	6/3/2016 one-time
G1.MA2	Marzano Learning Walks Data will show an increase in data marks in DQ5, DQ7, and DQ8.	Reyes, Michelle	8/17/2015	When students are engaged, following rules and procedures, and establishing and maintaining effective relationships with teachers and students the school climate will improve.	6/2/2016 daily
G1.B1.S1.MA1	Analyze trends and patterns of classroom learning walk data with a specific focus on design questions aligned to SwPBS and school culture.	Brooks, Corey	8/31/2015	Teacher utilizing SwPBS protocol (example: Viking "V"), Observation data, debriefing notes, administration recommendations.	6/2/2016 daily
G1.B1.S1.MA4	Analyze grade level trends of discipline infractions/suspensions.	Nance, Timothy	8/17/2015	Room checks, grade level detentions, ALC roster, and OSS roster.	6/2/2016 weekly
G1.B1.S1.MA1	Collaboration between vision committee and team leader committee.	Brooks, Corey	8/31/2015	Analysis of Survey Data, Student Success Assemblies, Sun-Sational Teacher Bulletin Board	6/2/2016 biweekly
G1.B1.S1.MA2	Discipline Summary Data Reports including Suspension Data	Brooks, Corey	8/31/2015	Grade Level Lunch Detentions, Student Referrals, Parent Communication Log, ALC/OSS Report	6/2/2016 weekly
G1.B1.S1.MA5	Learning Walks	Brooks, Corey	8/17/2015	Weekly administration walk-through calendar, learning walk data marks, and focused feedback.	6/2/2016 weekly
G2.MA1	Data analysis on Performance Matters test platform. Student Data Chats with administrators, teachers and parents;	Brooks, Corey	8/25/2015	Student achievement data will show student growth on BPPAs, FAIR, SRI, FSQ, USA, Reading Plus, and FSA assessment.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Teacher Data Chats with administration and parents.				
G2.B1.S1.MA1	Marzano learning walks by administration.	Brooks, Corey	8/25/2015	Increasing the amount of data marks on DQ 1, 2, 3, 4,5 on Marzano Learning Map.	6/2/2016 daily
G2.B1.S1.MA1	Administration will attend select data driven common planning meetings and discuss standards, cognitive demands, and student products.	Brooks, Corey	8/25/2015	Sign-in sheets showing administrator attendance at common planning, common planning agenda, summary notes, sample scales, lesson plans, question stems, data disaggregation,	6/2/2016 weekly
G2.B1.S1.MA3	Learning Walks	Brooks, Corey	8/17/2015	Learning Walk Data and Focused Feedback.	6/2/2016 daily
G2.B7.S1.MA1	Analysis of student portfolios and online program data reports	Reyes, Michelle	10/7/2015	Student portfolios, instructional summary reports, and pupil progression meetings.	6/2/2016 one-time
G2.B7.S1.MA1	Analysis of student portfolios and online program data reports	Reyes, Michelle	10/7/2015	Student portfolios, instructional summary reports, and pupil progression meetings.	6/2/2016 one-time
G2.B7.S1.MA1	Administration will review usage reports and lesson plans to monitor fidelity of program usage.		9/3/2015	Annotated data reports from CPS, Web-Based programs, and lesson plans.	6/2/2016 one-time
G2.B8.S1.MA1	Administration will conduct observations on program implementation and student progress monitoring.	Brooks, Corey	8/17/2015	Analysis, discussion and focused feedback on student data forms, usage rate, and progress.	6/2/2016 daily
G2.B8.S1.MA1	Administration will conduct walk-throughs to analyze program implementation.	Nance, Timothy	8/17/2015	Review, discuss, and provide annotated notes of feedback on student schedules, student rosters, conference notes, data chat form and lesson plans.	6/2/2016 daily
G2.B9.S1.MA1	Review of agenda, sign-in sheet, presentation of shared with staff.	Brooks, Corey	10/1/2015	Improvement of data marks on Marzano teacher evaluation instrument that correlate to the PD focus.	6/2/2016 monthly
G2.B9.S1.MA1	TDE, agenda, follow-up activities will be monitored to ensure PD is translated to practice.	Brooks, Corey	10/1/2015	Agenda, sign-in sheet, presentation of sharing information with staff.	6/2/2016 monthly
G2.B10.S1.MA1	Compare parent survey results, event evaluations, and participation rate.	Brooks, Corey	10/1/2015	Increase of student/parent usage at home with edline, Reading Plus, and I-Ready.	6/2/2016 monthly
G2.B10.S1.MA1	Analysis of sign-in, agendas, handouts, training presentation and parent evaluation.		10/1/2015	Summary of parent evaluation results.	6/2/2016 monthly

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. If we implement a School-wide Positive Behavior Support (SwPBS) system with fidelity then disciplinary infractions will decrease and student learning opportunities will increase.

G1.B1 Need for a consistent understanding and implementation with fidelity of JFKMS universal expectations for Single School Culture.

G1.B1.S1 Vision Committee to lead SWPBS school climate initiatives.

PD Opportunity 1

Conduct PD needs assessment related to school climate survey results

Facilitator

Corey Brooks

Participants

Faculty and Staff

Schedule

On 5/31/2016

G2. If teachers common plan as grade level PLCs to implement with fidelity engaging, high quality rigorous instruction aligned to the Florida Standards then student achievement will increase across all content areas.

G2.B1 Implementing with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments.

G2.B1.S1 Implement data driven common planning aligned to the rigor of the Florida standards to target instruction to meet student differentiated needs and accelerate all students to grade level proficiency.

PD Opportunity 1

Create a bell to bell instructional framework that includes standards, curriculum resources, instructional targets, formative assessments and remediation/enrichment.

Facilitator

Bryan Sandala, Secondary Curriculum Support

Participants

All Teachers

Schedule

Weekly, from 8/24/2015 to 9/30/2015

PD Opportunity 2

Teachers will meet in professional learning communities to develop understanding of the cognitive demands of the standards and plan appropriate lessons.

Facilitator

Bryan Sandala, Secondary Curriculum, Department Heads

Participants

All Teachers

Schedule

Weekly, from 8/25/2015 to 6/2/2016

PD Opportunity 3

Teacher will develop higher order questions (DOK 2-3) as outlined in the item specifications.

Facilitator

Bryan Sandala, Secondary Curriculum, Department Heads

Participants

All Teachers

Schedule

Weekly, from 8/25/2015 to 6/2/2016

PD Opportunity 4

Analyze district created formative assessment data (FSQ and USA) and daily classroom embedded formative assessment data (such as:exit slip) to plan instruction to meet student differentiated learning needs.

Facilitator

Paul Wojciechowsky

Participants

All Teachers

Schedule

Biweekly, from 8/25/2015 to 6/2/2016

PD Opportunity 5

Teachers will develop standards based learning scales.

Facilitator

Bryan Sandala, Secondary Curriculum

Participants

All Teachers

Schedule

Monthly, from 8/25/2015 to 6/2/2016

G2.B7 Lack of student engagement can impede student learning.

G2.B7.S1 Use of various modalities (interactive student response systems, student white-boards, brainstorm carousel, etc...) to increase and monitor student engagement.

PD Opportunity 1

Students will be able to participate in interactive lessons with the use of CPS system.

Facilitator

Michelle Reyes and Paul Wojciechowsky

Participants

All Teachers using CPS system

Schedule

Daily, from 9/14/2015 to 6/3/2016

PD Opportunity 2

Student will use web-based programs to reinforce concepts previously taught throughout the school day.

Facilitator

Paul Wojciechowsky

Participants

All Teachers using the web-based programs.

Schedule

Daily, from 9/14/2015 to 6/3/2016

G2.B9 Limited district professional development opportunities

G2.B9.S1 Ensure that teachers have the opportunity to participate in specialized professional development beyond the districts' offerings.

PD Opportunity 1

Contract with Learning Science International for in-depth Marzano Training.

Facilitator

Learning Science International

Participants

All Teachers

Schedule

Quarterly, from 8/11/2015 to 6/3/2016

Technical Assistance Items

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

G1. If we implement a School-wide Positive Behavior Support (SwPBS) system with fidelity then disciplinary infractions will decrease and student learning opportunities will increase.

G1.B1 Need for a consistent understanding and implementation with fidelity of JFKMS universal expectations for Single School Culture.

G1.B1.S1 Vision Committee to lead SWPBS school climate initiatives.

PD Opportunity 1

Vision Committee Forum to conduct needs assessment with each stake holder group.

Facilitator

Leadership Team & Vision Committee

Participants

Faculty, Staff, students, parents, and community members

Schedule

Weekly, from 8/31/2015 to 9/28/2015

Budget

Budget Data						
1	G1.B1.S1.A1	Vision Committee Forum to conduct needs assessment with each stake holder group.				\$0.00
2	G1.B1.S1.A2	Analyze survey data to determine school-wide needs.				\$0.00
3	G1.B1.S1.A3	Conduct PD needs assessment related to school climate survey results				\$0.00
4	G1.B1.S1.A4	Monitor Discipline Infraction Data Reports by Grade level				\$0.00
5	G1.B1.S1.A5	Student Success Assemblies/Student Ambassadors				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$0.00
			Notes: SwPBS Behavior Posters SwPBS Anchor Charts Universal Design Learning Scales Binding Machine Reading Class Booklets			
6	G1.B1.S1.A6	Vikings Sun-Sational Acts of Kindness Bulletin Board				\$0.00
7	G1.B1.S1.A7	Prep 4 Life Program				\$0.00

Budget Data

8	G1.B1.S1.A8	Marzano Element of the Week				\$0.00
9	G2.B1.S1.A1	Create a bell to bell instructional framework that includes standards, curriculum resources, instructional targets, formative assessments and remediation/enrichment.				\$0.00
10	G2.B1.S1.A2	Teachers will meet in professional learning communities to develop understanding of the cognitive demands of the standards and plan appropriate lessons.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$10,000.00
			<i>Notes: Salary and Benefits for collaborative planning outside of contract hours.</i>			
11	G2.B1.S1.A3	Teacher will develop higher order questions (DOK 2-3) as outlined in the item specifications.				\$0.00
12	G2.B1.S1.A4	Analyze district created formative assessment data (FSQ and USA) and daily classroom embedded formative assessment data (such as:exit slip) to plan instruction to meet student differentiated learning needs.				\$0.00
13	G2.B1.S1.A5	Teachers will develop standards based learning scales.				\$0.00
14	G2.B10.S1.A1	Part-Time parent liaison will coordinate parent communication and academic workshops.				\$6,012.51
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$1,200.00
			<i>Notes: Part-Time Salary and Benefits</i>			
			0201 - John F. Kennedy Middle School	Title I Part A		\$2,334.35
			<i>Notes: Supplies for parent communication: Student Agendas Ink Copy Paper Banners Newsletters Colored Copy Paper Envelopes</i>			
			0201 - John F. Kennedy Middle School	Title I Part A		\$2,478.16
			<i>Notes: Parent Training Supplies: Folders Refreshments Pens/Pencils Brochures Chart Paper Highlighters Post-its Parent Resource Books</i>			
15	G2.B7.S1.A1	Students will be able to participate in interactive lessons with the use of CPS system.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$9,000.00
			<i>Notes: CPS Clickers</i>			

Budget Data

16	G2.B7.S1.A2	Student will use web-based programs to reinforce concepts previously taught throughout the school day.				\$31,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$19,000.00
			<i>Notes: I-Ready Study Island Gizmos</i>			
			0201 - John F. Kennedy Middle School	Title I Part A		\$12,000.00
			<i>Notes: Desktops</i>			
17	G2.B8.S1.A1	Resource teacher will provide pull-outs/push-in support to identified students.				\$80,838.60
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A	1.0	\$65,008.45
			<i>Notes: 1.0 Resource Teacher salary and benefits (Barrier). Reading and Math</i>			
			0201 - John F. Kennedy Middle School	Title I Part A		\$15,830.15
			<i>Notes: Notebooks Pencils Pens Highlighters Post-its Composition Notebooks Folders Paper Ink Math Manipulatives Novels Chart paper Highlighters Binders Copy Paper Colored Copy Paper Binding Machine Posters for Reading Resource Room Reading Resource Materials: Pocket Chart Word Wall Charts Bins Baskets Novels Calendars Posters Reading Bulletin Board Materials Timer Magnets Chart Paper Markers Book Baggies</i>			
18	G2.B8.S1.A2	Out-of-System Tutors will provide academic/behavior instruction and progress monitoring for at-risk students.				\$19,457.55
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$19,457.55
			<i>Notes: Temp-out-of system Tutors</i>			
19	G2.B8.S1.A3	Provide Extended Learning Opportunities for identified students (before, after-school, Saturday).				\$32,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$25,000.00
			<i>Notes: Tutor Salary and Benefits</i>			
			0201 - John F. Kennedy Middle School	Title I Part A		\$7,000.00
			<i>Notes: Civics consumables Binders Dividers Card Stock Composition Notebooks White-Boards Pens/Pencils/Markers Notebook paper, copy paper, colored copy paper Graph</i>			

Budget Data						
				<i>paper Ink Highlighters post-it notes Dry-Erase Markers Chart Paper Folders Crates Sheet Protectors Paper Clips, staples, tape Pencil Pouches, pencil box Timers Clipboards Staplers</i>		
20	G2.B8.S1.A4	Summer 5.5 Program				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$15,000.00
			<i>Notes: Tutors Salary and Benefits</i>			
			0201 - John F. Kennedy Middle School	Title I Part A		\$3,000.00
			<i>Notes: Notebooks Novels Composition Books Copy Paper Colored Copy Paper Graph Paper Binders Dividers Ink Highlighters Post-its Chart Paper Pencils/Pens/Markers</i>			
21	G2.B9.S1.A1	Teachers and Administrators will attend professional conferences related to their content areas or pedagogical needs.				\$33,500.30
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$30,000.00
			<i>Notes: Travel and Registration for professional conferences such as: IB, FETC, FRA, FCTM, FCSS, FAST, and Ron Clarke Academy.</i>			
			0201 - John F. Kennedy Middle School	Title I Part A		\$3,500.30
			<i>Notes: Substitutes for teachers and administrators attending professional conference.</i>			
22	G2.B9.S1.A2	Contract with Learning Science International for in-depth Marzano Training.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - John F. Kennedy Middle School	Title I Part A		\$6,000.00
			<i>Notes: Consultant Contract</i>			
					Total:	\$245,808.96