

Miami-Dade County Public Schools

John F. Kennedy Middle School



2016-17 School Improvement Plan

John F. Kennedy Middle School

1075 NE 167TH ST, North Miami Beach, FL 33162

<http://jfk.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2015-16 Title I School Yes	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 90%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2015-16 Minority Rate (Reported as Non-white on Survey 2) 97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	C

**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 is pending approval by the Dade 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for John F. Kennedy Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

It is the mission of John F. Kennedy Middle School staff, students, parents and community to create an instructional environment which enhances individual achievement while promoting the development of responsible citizens who can efficiently access knowledge, critically assess problems and creatively seek solutions.

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement

With new purpose and direction, we embark on an educational journey that focuses on increasing Student Achievement via implementation of curricular innovation while providing educational excellence for all.

2. School Environment

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

John F. Kennedy Middle School learns about students' cultures through relationships, mentoring, conferences, school-sponsored activities for parents and for students. Teachers and students build relationships through academic and non-academic school-sponsored activities. Opportunities for relationships are provided via extra-curricular offerings and sponsorships as well as through leadership role opportunities for both staff and students.

John F. Kennedy Middle School promotes a positive school culture where all differences are welcomed and embraced. Via the multi-cultural committee, awareness of significant holidays, cultural and secular activities are promoted and celebrated.

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

John F. Kennedy Middle School promotes and creates a safe learning environment by enforcing the Student Code of Conduct as well as plant security procedures and Critical Incident Response Procedures. All security personnel have attended training for the 2016-2017 school-year directly related to managing and assisting with critical situations. All after-school activity sponsors have also received training regarding procedures for promoting and maintaining student safety while under their care. The implementations and use of "Student Concerns Box", students are invited to make suggestions are report situations with anonymity. Finally, the Principal sponsors a monthly "Cookies with the Principal" activity where students are given the opportunity to meet with the Principal after school to discuss their concerns and/or suggestions related to student safety and activities.

c. 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

In order to ensure and maintain a classroom environment conducive to learning, the staff of John F. Kennedy Middle School has created the following school-wide discipline. The discipline plan is tailored toward our school's individual needs, but is firmly based in the existing philosophy of the M-DCPS Code of Student Conduct. This plan allows all of the school's stakeholders (i.e. teachers, staff, students, parents, administrators) to thoroughly understand the behavioral and academic skills required to succeed at John F. Kennedy Middle School.

In an effort to provide all staff members with direction regarding the handling of disciplinary problems, the following procedures are to be followed for each student. There are, however, circumstances which warrant a direct referral to an administrator. They are as follows: Fighting, Severe Vandalism, Stealing, Possession of Drugs, Possession of Weapon, Assault or Battery.

All other minor types of misbehavior committed in the classroom or other areas of the school while the students is under his/her teacher's direction should be handled according to the plan outlined in this document.

The following rules are to be posted in each classroom.

1. Be seated in class before the tardy bell rings
2. Bring paper, pen, pencil, notebook, and books to class
3. Raise your hand to be called upon before speaking
4. Follow directions the first time they are given
5. Keep hands, feet, and objects to yourself
6. Do not eat, drink, or chew gum in class

Failure of a student to follow any one of the classroom rules constitutes an infraction. Infractions are to be handled according to the hierarchy of interventions listed below based on Level 1 Code of Student Conduct.

First Warning Date and type of warning

Second Parent Contact Parent contact (including attempted contacts)

Third Detention, Parent Contact, and submit Student Services Request for Behavioral Support (Appendix D) to Guidance Counselor Detention date, parent contact (including attempted contacts) date(s), and e-mail print-out

Fourth Second Detention, Parent Conference with Team Date conference was scheduled, result of conference (eg. Parent no show)

Fifth Referral to Grade Level Administrator Date of Referral, copies of Logs or Grade Book Notes, emails

When a teacher request for a counselor to see a student, an email must be sent to the counselor. The counselor should then meet with the student within 24 - 48 hours (if not a crisis or emergency). Via team meeting notes, a detail of the problem(s) as well as documentation of efforts made to correct behavior, must be included.

Teachers/Staff will receive training as needed on the COSC, JFK Discipline plan and completion of referrals.

d. 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

John F. Kennedy Middle School's Student Services Team consist of 2 counselors (Ms. Lisa Sims and Ms. Withza Laurin-Nibbs). In addition, two school-sponsored clubs are dedicated to the promotion of student well-being and mentoring of students: 5000 Role Models (boys) - Mr. Luigi Santa and Beauty and Brains Girls Club (girls) - Ms. Tangella Rhea.

Via one or all of the avenues above, students at John F. Kennedy Middle are ensured social-emotional health and well-being. In addition, students that require regular services or referrals to outside agencies, are also assisted via the John T. Macdonald Foundation Clinic at John F. Kennedy Middle School

Through a partnership between Miami-Dade County Public Schools, John T. McDonald Foundation, University of Miami and The Children's Trust; students that attend schools in the John F. Kennedy feeder pattern (4 elementary schools and 1 senior high school) can receive medical, vision and dental services at no cost

through the age of 18. Our doctor staff of nurses and assistants ensure that our students receive professional health care throughout their youth.

3. 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).

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

John F. Kennedy Middle Schools utilizes the following early warning system indicators to identify students for additional support and/or intervention:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	11	6	21	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	37	7	5	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	179	225	244	0	0	0	0	648

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	447	444	367	0	0	0	0	1258

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

John F. Kennedy Middle School utilizes the following intervention strategies to improve academic performance of students identified by the early warning system:

Attendance below 90 percent - Community Involvement Specialist identifies and conducts home visits to assist families in need. Grade-level administrators meet with families to complete an attendance contract as well as to conduct a Truancy packet.

One or more suspensions - Students who are suspended automatically receive in-school counseling services as well as participate in a team conference with counselor, administrator, teachers and parent. After accumulating 5 days of outdoor suspension, students are referred to the MTSS/RtI process in order to identify condition and reason for said student behavior.

Course failure in ELA or Math - Students who fail an ELA or Math course are provided the opportunity to participate in intensive/remedial courses and/or Florida Virtual School.

Level 1 on statewide assessment - All students who receive a level 1 on statewide assessments in reading, are automatically enrolled in intensive reading courses.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. 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/339257>.

2. Description

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

2. 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

John F. Kennedy Middle School partners with the local community by; 1) The community involvement specialist actively goes out into the community to seek partnerships with local community vendors. 2) The school community liaison continually seeks and supports local community relations and partnerships. 3) The school's Principal maintains participation in our community's Chamber of Commerce.

The processes above secures and utilizes these resources to support the school and student achievement.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Parton, Mary	Principal
Padron, Cynthia	Assistant Principal
Borrajo, Nicole	Teacher, K-12
Simmons, Charsta	Teacher, K-12
Claude, Edwyn	Teacher, K-12
McPhee, Gizelle	Teacher, K-12
Jenkins, Peter	Assistant Principal

b. Duties

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

The School Leadership shares the responsibility for providing a safe and secure learning environment. Individual responsibilities are based on overall administrative roles:

Mary Kate Parton - School instructional Leader - provides guidance and support for administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance.

Cynthia Padron - School Instructional Leader - provides guidance and support for instructional team and staff related to curriculum and instruction, MTSS/Rtl, school data, master schedule of courses and student academic needs.

Peter Jenkins- School Instructional Leader - provides guidance and support for instructional team and staff related to School Maintenance and Property Control.

Nicole Borrajo - Language Arts Department Chairperson and language Arts Instructional Leader - provides guidance, support and training for language arts/reading teachers and assists in the development of the School Improvement Plan.

Charsta Simmons - Social Science Department Chairperson and Social Science teacher - provides guidance, support and training for Social Science teachers and assists in the development of the School Improvement Plan.

Edwyn Claude - Mathematics Department Chairperson and Mathematics teacher - provides guidance, support and training for Mathematics teachers and assists in the development of the School Improvement Plan.

Gizelle McPhee - Science Department Chairperson and Science teacher - provides guidance, support and training for Science teachers and assists in the development of the School Improvement Plan.

The School Leadership Team also schedule and facilitate regular meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition, the school's Leadership Team ensures the compliance and completion of the School Improvement Plan.

2. 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

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative

in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing

data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial

tutorial instruction, Differentiated instruction/intervention, classroom libraries,

Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Irlande Cole	Teacher
Mary Kate Parton	Principal
Duncan McRae	Teacher
Anne Daane	Teacher
Edwyn Claude	Teacher
Elaine Watson	Teacher
John Black	Education Support Employee
Joann Bassan	Education Support Employee
Dena Vitro	Teacher
Laurent Mesac	Teacher
Jean Nicoleau	Teacher
Brianna Major	Student
Bradley Bellidor	Student
Tammy Jackson	Parent
Michelle Yanez	Parent
Harold Woodside	Parent
Edlyn Lafrance	Parent
Milka Laguerre	Parent
Line Henry	Parent
Azucena Gonzalez	Parent
Priscilla White	Parent
Rashandra Williams	Parent
Withza Laurin-Nibbs	Teacher
Janet Bringuez	Business/Community
Cynthia Padron	Principal
Tangella Rhea	Teacher
Elizabeth Yarleque	Parent
Jee Lorient	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

John F. Kennedy Middle School's SAC analyzes the School Improvement Plan for the previous year, which includes, goals, barriers and data. The SAC provides input and poses questions and ideas for problem-solving and ultimately finding ways for increasing student achievement. The SAC also participates in the final review of the SIP and approves monetary funding that is directly correlated to the school improvement goals.

b. Development of this school improvement plan

The SAC holds regular bi-monthly meetings to review the SIP draft submitted by the leadership team not to mention the ratification of the Official Signature Page for all intended purposes. Indeed, the SAC assisted in the development of the SIP by scrutinizing the strategies proposed by the school improvement plan writing committee for this academic year to make sure they include some of the most appropriate interventions for greater learning gains. This body uses its fiduciary authority meticulously in order to decide which of the student incentives, suggested by the leadership team from the various options available, would be funded in order to drive classroom instructions. By taking up-and-down votes in open forums, it adds an element of credibility and transparency to the school improvement process while optimizing the selected choices of expenditures in terms of legal standing, priority and efficiency towards the desired results.

In the development of this school improvement plan at John F. Kennedy Middle School, the SAC helps provide a rigorous education in a nurturing environment to challenge our students through a variety of curricular offerings including the national award-winning BEAT Magnet Program and a new Cambridge Academy. The primary goal is to increase student achievement through continuous improvement of the instructional environment and enhancement of instructional resources to further empower students in their search for knowledge. By enforcing high expectations for the student body, the SAC helps create strong and focused instructional programs to motivate learners. During regular bi-monthly meeting at John F. Kennedy Middle School, students and parents, staff and community members strive to meet the educational challenges in the horizon. With academic expectations so high, attaining and sustaining educational excellence requires the SAC's commitment, perseverance and hard work to meet the goal set forth.

c. Preparation of the school's annual budget and plan

John F. Kennedy Middle School's annual budget is prepared by the Principal in collaboration with the school's leadership team, Region Director and input from the SAC Committee. This collaborative effort is based on needs of our school. The annual school budget is presented to the SAC Committee at the SIP Review Meeting.

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

After deliberate, extensive consultations and valuable inputs from with team members, Principal and all other stakeholders, the projected use of School Improvement Funds from EESAC and Principal's Instructional Fund (Fund 9) can be described in the following manner:

EESAC

\$2,999 Positive Behavior Support Program incentives (Grade 6,7,& 8)

\$3052.78 Academic and Attendance Awards

\$540 Language Arts Instructional Supplies

\$1345.75 Science Essential Lab Materials

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Padron, Cynthia	Assistant Principal
Parton, Mary	Principal
Alonso, Ailed	Teacher, ESE
Borrajo, Nicole	Teacher, K-12
Daniels, Aston	Teacher, K-12
Sims, Lisa	Guidance Counselor
Jordan, Melba	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Every teacher contributes to the reading improvement of every student by maintaining a reading library in the classroom and facilitating its use throughout the year as reference or reinforcement while teaching concepts in context within his own discipline. All teachers receive a class set of resource materials for that purpose. Reading Leadership Teams are encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions to foster greater learning gains. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

D. 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).

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

At John F. Kennedy Middle School positive working relations between teachers are promoted by: 1) Providing a safe and secure teaching environment. 2) Providing opportunities for professional contributions, best practices, and teacher led professional development activities. 3) Providing time for team building.

John F. Kennedy Middle School encourages collaborative planning and instruction: 1) Collaborative planning is scheduled two days per week by department 2) Collaborative teaming is scheduled three days per week where one day is solely dedicated to the RtI/MTSS process.

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

The school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers consist of a systematic process of advertisement, a rigorous interview process by a pre-established committee whose sole purpose is to screen the most qualified personnel for existing vacancies. Once a candidate has been selected, the Principal undertakes the responsibility to put in place and activate a support mechanism orchestrated by the leadership team and department chairs to ensure success, retention and longevity. To support and respond to the teacher's developmental needs and promote ongoing examination of classroom practice. The leadership team conducts formal and informal classroom visitations followed by constructive dialogues to make adjustments when necessary.

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

Selection criteria for school mentors:

- Mastery of pedagogical and subject matter skills
- Evidence of strong interpersonal skills
- Outstanding knowledge of content, materials, and methods that support high standards
- Evidence of effective teaching and student achievement gains
- Credibility with colleagues

A mentor teacher that occupies a leadership role in the school such as a department chair, grade-level chair, and/or lead teacher will provide on-going support and guidance to mentees throughout the school year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

John F. Kennedy Middle School ensures core instructional programs and materials alignment to Florida Standards by following the M-DCPS Pacing Guides as well as backwards planning based on the Florida Standards Item Specifications for MAFS and LAFS.

b. Instructional Strategies

1. 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

John F. Kennedy Middle School uses data to provide and differentiate instruction (DI) as follows:

1- Modified Instruction - Students are identified for DI groups based on data results (by standard). Teachers create DI groups and modify instruction for the purpose of re mediating and/or supplementing content learning. DI takes place on two days per week during block scheduling time. Teachers utilize further data from small group DI activities to determine content attainment. Examples include: Students are placed in DI groups by either content category weakness or standards proficiency. Teacher creates/usues additional instructional materials based on the standards addressed by the DI groups in order to focus on specific needs of students. The teacher rotates between groups in order to facilitate and assist with content area instruction during DI.

2. 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: 1,540

The Jr. Panther Tutoring Program at John F. Kennedy Middle School is collaboration between our School Counselor and the Educational Talent Search (ETS) office and division of Upward Bound Math Science at Florida International University -Biscayne Bay campus.

This unique and essential collaboration affords the provision of academic support for targeted students. Support services include but are not limited to tutoring, mentoring, career awareness, field trips and pre-college assistance. Students receive standards based on-site support after school and attend Saturday tutoring bi-monthly on the university campus.

In addition to academic reinforcement students participate in hands-on activities to acquire essential knowledge and information regarding postsecondary education and career readiness through the following list:

Project-based learning
Workforce readiness
High school readiness
Sports and Education
Sports Health and Fitness
Service Learning Projects.

Strategy Rationale

To enrich and accelerate student learning in the areas of mathematics and science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Parton, Mary, pr6301@dadeschools.net

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

Mathematics and Science interim assessment data.

Strategy: Weekend Program

Minutes added to school year: 1,260

Saturday Tutoring for Mathematics, Writing and Reading

This unique and essential collaboration affords the provision of academic support for targeted students. Support services include tutoring. Students receive standards based on-site support by core curriculum teachers in order to remediate and enrich student learning.

Strategy Rationale

To enrich and accelerate student learning in the areas of mathematics, writing and reading

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Padron, Cynthia, cpadron@dadeschools.net

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

Reading, Mathematics and Writing interim assessment data.

2. Student Transition and Readiness

a. 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).

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

John F. Kennedy Middle School utilizes a 6th grade and 8th grade transition plan to support incoming and outgoing students. In addition, the school uses the curriculum bulletin to assist current 6th and 7th graders to transition from one level to another.

The Student Services Team, Registrar, Assistant Principals and teachers work collaboratively to assign students to proper courses for the upcoming school-year as well as schedule team meetings with parents, students and other school representatives (ESE) to ensure proper identification of courses via K-12 transition for students.

Retention, LEP and ESE transition meetings are also scheduled to prepare all parties for the transition of students.

b. College and Career Readiness

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

N/A

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is improved, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved, then student achievement will increase. 1a

G081015

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Math - ED	77.0
AMO Math - ELL	62.0
AMO Math - Hispanic	81.0
AMO Reading - All Students	77.0
AMO Reading - African American	76.0
AMO Math - African American	77.0
AMO Reading - Hispanic	79.0
AMO Reading - ELL	58.0
AMO Reading - ED	76.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning; instructional focus, corrective feedback and student product.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, item specifications, pacing guides, technology resources and department chairs.

Plan to Monitor Progress Toward G1. 8

IReady, topic assessments and Interim assessment results will be disaggregated throughout the year to determine effectiveness

Person Responsible

Cynthia Padron

Schedule

Quarterly, from 10/7/2016 to 3/10/2017

Evidence of Completion

Baseline, Fall & Winter Assessments, IReady diagnostics and topic assessments

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved, then student achievement will increase. 1

G081015

G1.B1 Limited evidence of effective planning; instructional focus, corrective feedback and student product.

2

B213898

G1.B1.S1 Plan for and deliver instruction in content area courses that are based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear, accessible future instructional paths and providing corrective feedback(i.e., essential question, short/extended response, journal response, conclusion writing, CER model, etc.) 4

S226154

Strategy Rationale

Collaborative planning allows teachers to examine student work product and develop a deeper understanding of the connection between content standards and their expectations for student work product.

Action Step 1 5

During early release PD and EESAC meeting, introduce action plan.

Person Responsible

Cynthia Padron

Schedule

On 9/20/2016

Evidence of Completion

agenda, sign-in sheet, deliverable

Action Step 2 5

During collaborative planning and department meetings, provide professional development on comprehensive lesson planning: instructional focus, corrective feedback on student work, and student work product.

Person Responsible

Cynthia Padron

Schedule

Weekly, from 9/8/2016 to 2/24/2017

Evidence of Completion

Lesson plans and common planning agendas

Action Step 3 5

Work during collaborative planning time to create lesson plans: instructional focus, corrective feedback on student work, and student work product.

Person Responsible

Cynthia Padron

Schedule

Weekly, from 9/15/2016 to 5/12/2017

Evidence of Completion

Lesson plans and common planning agendas

Action Step 4 5

Allow for teachers opportunity to model and peer review during modeled lessons.

Person Responsible

Cynthia Padron

Schedule

Quarterly, from 9/15/2016 to 5/12/2017

Evidence of Completion

Modeled lesson protocol

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

Conduct walk-throughs to consistently monitor the effective implementation of lesson plans; instructional focus, corrective feedback on student work, and student work product.

Person Responsible

Cynthia Padron

Schedule

Weekly, from 10/7/2016 to 5/26/2017

Evidence of Completion

Walk-through protocol, administrator/instructor debriefing, classroom data

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

Effectiveness of implementation will be monitored and supported by administrative walk-throughs, teacher/administrative debriefings, student work product.

Person Responsible

Mary Parton

Schedule

Weekly, from 10/7/2016 to 5/26/2017

Evidence of Completion

Walk-through protocol, student achievement data, DI grouping, lesson plans

G1.B1.S4 Utilize technologies that engage learners and encourages communication and interactive collaborations. 4

 S226248

Strategy Rationale

When planned effectively, core instruction is better received by students when instructional technology is used to engage learners.

Action Step 1 5

Provide professional development on the utilization of instructional technology to enhance comprehensive lesson planning: Student engagement

Person Responsible

Cynthia Padron

Schedule

Quarterly, from 8/30/2016 to 3/17/2017

Evidence of Completion

Lesson plan, student work product

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Consistently monitor the effective implementation of lesson plans; instructional focus, corrective feedback on student work, and student work product.

Person Responsible

Mary Parton

Schedule

Weekly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Walk-through protocol, administrator/instructor debriefing, classroom data, student work portfolio

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Effectiveness of implementation will be monitored and supported by administrative walk-throughs, teacher/administrative debriefings, student work product.

Person Responsible

Mary Parton

Schedule

Weekly, from 9/19/2016 to 3/17/2017

Evidence of Completion

Walk-through protocol, student achievement data, DI grouping, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.B1.S4.A1 A286900	Provide professional development on the utilization of instructional technology to enhance...	Padron, Cynthia	8/30/2016	Lesson plan, student work product	3/17/2017 quarterly
G1.B1.S4.MA1 M286923	Consistently monitor the effective implementation of lesson plans; instructional focus, corrective...	Parton, Mary	9/1/2016	Walk-through protocol, administrator/ instructor debriefing, classroom data, student work portfolio	5/12/2017 weekly
G1.B1.S1.A2 A286727	During collaborative planning and department meetings, provide professional development on...	Padron, Cynthia	9/8/2016	Lesson plans and common planning agendas	2/24/2017 weekly
G1.B1.S1.A4 A286729	Allow for teachers opportunity to model and peer review during modeled lessons.	Padron, Cynthia	9/15/2016	Modeled lesson protocol	5/12/2017 quarterly
G1.B1.S1.A3 A286728	Work during collaborative planning time to create lesson plans: instructional focus, corrective...	Padron, Cynthia	9/15/2016	Lesson plans and common planning agendas	5/12/2017 weekly
G1.B1.S4.MA1 M286926	Effectiveness of implementation will be monitored and supported by administrative walk-throughs,...	Parton, Mary	9/19/2016	Walk-through protocol, student achievement data, DI grouping, lesson plans	3/17/2017 weekly
G1.B1.S1.A1 A286726	During early release PD and EESAC meeting, introduce action plan.	Padron, Cynthia	9/20/2016	agenda, sign-in sheet, deliverable	9/20/2016 one-time
G1.MA1 M286709	IReady, topic assessments and Interim assessment results will be disaggregated throughout the year...	Padron, Cynthia	10/7/2016	Baseline, Fall & Winter Assessments, IReady diagnostics and topic assessments	3/10/2017 quarterly
G1.B1.S1.MA1 M286701	Effectiveness of implementation will be monitored and supported by administrative walk-throughs,...	Parton, Mary	10/7/2016	Walk-through protocol, student achievement data, DI grouping, lesson plans	5/26/2017 weekly
G1.B1.S1.MA1 M286702	Conduct walk-throughs to consistently monitor the effective implementation of lesson...	Padron, Cynthia	10/7/2016	Walk- through protocol, administrator/ instructor debriefing, classroom data	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved, then student achievement will increase.

G1.B1 Limited evidence of effective planning; instructional focus, corrective feedback and student product.

G1.B1.S1 Plan for and deliver instruction in content area courses that are based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear, accessible future instructional paths and providing corrective feedback(i.e., essential question, short/extended response, journal response, conclusion writing, CER model, etc.)

PD Opportunity 1

During early release PD and EESAC meeting, introduce action plan.

Facilitator

C. Padron

Participants

All 6th-8th grade Teachers

Schedule

On 9/20/2016

PD Opportunity 2

During collaborative planning and department meetings, provide professional development on comprehensive lesson planning: instructional focus, corrective feedback on student work, and student work product.

Facilitator

Charsta Simmons, Gizelle McPhee, Nicole Borrajo and Edwyn Claude Department Chairpersons

Participants

6th-8th grade core content area teachers

Schedule

Weekly, from 9/8/2016 to 2/24/2017

PD Opportunity 3

Work during collaborative planning time to create lesson plans: instructional focus, corrective feedback on student work, and student work product.

Facilitator

C. Simmons, N. Borrajo, E. Claude, G. McPhee

Participants

6th-8th grade core content area teachers

Schedule

Weekly, from 9/15/2016 to 5/12/2017

PD Opportunity 4

Allow for teachers opportunity to model and peer review during modeled lessons.

Facilitator

Cynthia Padron, Assistant Principal

Participants

6th-8th grade core content area teachers

Schedule

Quarterly, from 9/15/2016 to 5/12/2017

G1.B1.S4 Utilize technologies that engage learners and encourages communication and interactive collaborations.

PD Opportunity 1

Provide professional development on the utilization of instructional technology to enhance comprehensive lesson planning: Student engagement

Facilitator

Dena Vitro

Participants

All 6-8th grade teachers

Schedule

Quarterly, from 8/30/2016 to 3/17/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	During early release PD and EESAC meeting, introduce action plan.				\$0.00
2	G1.B1.S1.A2	During collaborative planning and department meetings, provide professional development on comprehensive lesson planning: instructional focus, corrective feedback on student work, and student work product.				\$6,484.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	510-Supplies	6301 - John F. Kennedy Middle School	General Fund		\$4,084.00
<i>Notes: Study Island - software for teachers/students</i>						
	5000	510-Supplies	6301 - John F. Kennedy Middle School	School Improvement Funds		\$2,400.00
<i>Notes: Follet books for media center</i>						
3	G1.B1.S1.A3	Work during collaborative planning time to create lesson plans: instructional focus, corrective feedback on student work, and student work product.				\$0.00
4	G1.B1.S1.A4	Allow for teachers opportunity to model and peer review during modeled lessons.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	140-Substitute Teachers	6301 - John F. Kennedy Middle School	General Fund		\$1,800.00
<i>Notes: Substitutes for New teacher support</i>						
5	G1.B1.S4.A1	Provide professional development on the utilization of instructional technology to enhance comprehensive lesson planning: Student engagement				\$0.00
					Total:	\$8,284.00