

John F. Kennedy Middle School



2015-16 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

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

89%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

97%

School Grades History

Year
Grade

2014-15
B*

2013-14
C

2012-13
C

2011-12
B

**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 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 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
Not In DA	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

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.

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.

School Environment

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.

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 2014-2015 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.

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 Weapons Assault or Battery

All other minor types of misbehavior committed in the classroom or other areas of the school while the student 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

Following is a detail as to the procedure and method of documentation for each level of infractions, along with other helpful suggestions. *Note: students should only receive the next level intervention if he/she violates the same rule or displays the same undesirable behavior within 10 school days of the previous infraction.

First Infraction

Intervention: Warning

Procedure: When a student violates a rule for the first time, he or she should be issued a warning as a result. A warning can be written, or it can be spoken.

Documentation: Warnings must be documented on an Intervention Log (Appendix B) or on the Notepad in the Grade Book (Gradebook is a legal document).

Helpful Suggestions: In addition to a warning, a teacher at this stage may elect to

- Change the student's seat
- Arrange to have the student complete his/her work in another teacher's classroom

Second Infraction

Intervention: Parent Contact

Procedure: When a student violates a rule a second time, the parent must be contacted. If contact fails, teacher should attempt at a different time. When all resources are exhausted (parent contact card, PF8) in attempt to reach the parent, teacher is to refer case to CIS.

Documentation: Detentions must be documented on an Intervention Log or on the Notepad in the Grade Book.

Helpful Suggestions: In addition to a detention, a teacher at this stage may elect to:

- Have the student write an apology for his/her behavior

- Send a note home with the student (especially if the first warning was not a written one)
- Have the student do work around the classroom

Third Infraction

Intervention: Detention, Parent Contact, and refer student to Guidance Counselor via Student Services Request for Behavioral Support (Appendix D)

Procedure: When a student violates a rule a third time, he or she should be issued detention as a result. At this point, it is also necessary for the teacher to make personal contact with the child's parent or guardian and to discuss the student with his/her Guidance Counselor.

Documentation: Detention, parent contact (including attempted contacts), and referral date must be documented on an Intervention Log or on the Notepad in the Grade Book.

Helpful Suggestions: A teacher at this stage may elect to:

- Consult the Team to find out if other teachers have similar concerns for the student regarding this behavior

Fourth Infraction

Intervention: 2nd Detention, Parent Conference with Team to include Counselor

Procedure: When a student violates a rule a fourth time, a Parent Conference should be scheduled. The teacher should call the parent to schedule the conference at a time when the entire Team is available to participate. The teacher should complete a Request for Assistance Form (FM-7073) and submit to the grade-level counselor.

Documentation: Parent contact (including attempted contacts) and conference date must be documented on an Intervention Log or on the Notepad in the Grade Book. Furthermore, if a parent fails to show up for a scheduled conference, this should be noted on the Log and/or in the Grade Book.

Helpful Suggestions: A teacher at this stage may elect to:

- Have the student to write a Behavior Essay (Appendix C) on the consequences of negative behavior.

Fifth Infraction

Intervention: Referral to Grade Level Administrator (can be a Team or individual teacher referral)

Procedure: When a student violates rule a fifth time, a referral should be written and submitted to the Grade Level Administrator. A copy of the Intervention Log or Grade Book notes should be available for RtI or conference documentation. RtI-B Tier 2 Interventions MUST take place as determined by the grade-level team.

Documentation: Referral date should be noted on the Log and/or in the Grade Book. The Grade Level Administrator will handle further documentation at this point.

Helpful Suggestions: A teacher at this stage should:

- Request RtI Tier 2 meeting from Team Leader to: Develop FAB, Request Daily Progress Report.
- STUDENTS WHO EXHIBIT CONTINUED DIFFICULTY WITH THE CODE OF STUDENT CONDUCT, MUST HAVE BEHAVIORS AND INTERVENTIONS ADDRESSED AND DOCUMENTED VIA THE RTI PROCESS.

Students are expected to serve all detentions assigned. Should a student fail to serve a detention, It should be treated as an infraction. The student will immediately be issued a double detention and parent contact should be made and documented on the Intervention Log. Should the double detention not be served (or one of the two), a referral to the Grade Level Administrator (with documentation of parent contact) should be written.

The referral must state, in the narrative section, the original infraction (the reason for which the student received the detention in the first place), the history of unserved detentions with dates, the phone number called and the date on which the parent was reached. The Grade Level Administrator will handle all documentation from this point. Detentions are scheduled Tuesday and Thursday from 4:00 PM - 5:00 PM in the auditorium.

When a teacher requests for a counselor to see a student, an email must be sent to the counselor.

The student should then be discussed via counselor will meet with the student within 24 to 48 hours.

Via the team meeting notes, a detail of the problem(s), as well as documentation of efforts made to correct the behavior, must be included.

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) and 1 TRUST Counselor (Ms. Lily Montpellier). In addition, two school-sponsored clubs are dedicated to the promotion of student well-being and mentoring of students: 5000 Role Models (boys) - Mr. Duncan McRae and Bright Future for Girls (girls) - Ms. Shakeita Taylor.

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. Dr. Joycelyn Lawrence and her staff of nurses and assistants ensure that our students receive professional health care throughout their youth.

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

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

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	35	31	31	97
One or more suspensions	0	3	0	3
Course failure in ELA or Math	20	8	7	35
Level 1 on statewide assessment	1	185	186	372

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	1	112	125	238

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.

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/187343>.

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

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.

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
Parton, Mary	Principal
Padron, Cynthia	Assistant Principal
Borrajó, Nicole	Teacher, K-12
Simmons, Charsta	Teacher, K-12
Simons, Libni	Teacher, K-12
Claude, Edwyn	Teacher, K-12

Duties

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.

Nicholas Emmanuel- School Instructional Leader - provides guidance and support for instructional team and staff related to School Maintenance, English Language Learners and Property Control.

Nicole Borrajó - 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.

Libni Simons - 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.

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

The MTSS/Rtl Process is a school-wide problem solving process at John F. Kennedy Middle School. For any student that is not making academic progress within the general curriculum, a teacher must consider interventions as well as communication with all stakeholders in order to assist the student.

Tier 1

- 1-Teacher utilizes Differentiated Instructional Practices to assist student in their targeted area, based on student data (i.e.. Benchmark, Topic, Mini Assessments, Interims). Teachers also meets with parent, team and student (when necessary) to address academic concerns, to identify problems and maintain communication with ALL stakeholders. During team meetings, teachers will share best practices and document team interventions to assist each student.
- 2-If implementation of the above interventions do not yield sufficient progress for the student, then the teacher (if problem is only in one class) or the team (if problem is in multiple classes) will refer the student to the grade level counselor at the grade-level team meeting.
- 3- If student referred for Rtl is an ELL student, Team Leader should request LEP plan and CELLA scores from the Reading Chairperson. LEP plan needs to be reviewed to make sure student does not have a language problem. (ELL students who have been in the country for less than 1 year, cannot be referred for Rtl). The Reading Chairperson or his/her ELL teacher MUST be present at all Rtl meetings regarding ELL students.
- 4- The counselor will print student academic and attendance record as well as Student Performance Indicators (SPI) report. The grade level counselor will meet with the student and schedule a parent conference (with individual teacher or team).
- 5- During the parent conference:
 - * The Teacher(s) will present the parent with student's academic progress record, which may include data from the following SPI scores, Benchmark (data chat form), Topic and/or classroom-based assessments. Teacher(s) will also discuss/review in-class interventions that have taken place via DI, collaborative or small group activities.
 - * The Counselor will send a Notification of Meeting to invite the parent to a parent conference. They will review overall grades and attendance record as well as complete the Parent Support Plan. Parent will be provided the Rtl Parent Letter as well as Notice of Intent for Screening/Assessment (FM 6279). Parent will also be provided with a copy of the completed Parent/Guardian Student Support Plan (FM 6280)
 - * The Team Leader will maintain all Rtl documentation in student's Rtl folder.
- Tier II
- 6-Student progress is monitored and compared to Data collected in 3-4 months. (Benchmark, FAIR). If data does not yield academic improvement, The Team (Team Leader, Counselor, Teachers, Parent, Counselor & Student) will reconvene continue to problem solve and identify Tier II interventions. Tier II interventions include placement in intensive reading and/or intensive math. Tier II interventions must include Ongoing Progress Monitoring (OPM) on a Bi-monthly basis. Progress Monitoring data can include: SOLO, EasyCBM, ORF probes or Skill-based assessment.
 - * If the Team feels that diagnostic testing is necessary, the School Psychologist will meet with the Team Leader. The School Psychologist is involved at this point to complete diagnostic testing (if necessary).
 - *Student progress is monitored for 9 weeks in Tier II intervention.
- 7-If OPM data indicates that the student shows progress in Tier II, They continue to receive classroom and Tier 2 interventions in their target area. If Tier II intervention does not yield academic improvement, then:
 - * The Team Leader completes the Request for Assistance (FM 7073). Please note that two (2) teacher observations must be completed (one must be from referring teacher).
 - *The Team will also complete the Tier I/Tier II Data Profile Form.
- 8-Student's Rtl folder (with all documentation identified in Steps 1-7) is forwarded to the Assistant Principal in charge, RTI coordinator who will a secure sensory screenings, a Student Background Screening or a Social History), SIB-R or a Language screening if necessary. Administrative steps:
 - a. Email appropriate Coordinator to request vision and hearing screening
 - b. Request Social History Screening – Social
 - c. Request FAB/BIP (if necessary??Team Leader/ESE Chairperson.
- 9- Prior to the Tier III Problem Solving meeting, the School psychologist and the RTI Coordinator preview all documentation and sign off that it is complete.
- 10- Data is previewed prior to the Tier III PST meeting.

11- Parent is invited to the Tier III Problem Solving Team meeting, interventions are developed and monitored weekly.

At SST meeting, the following individuals need to be present:

- Parent
- School Psychologist
- Reading Teacher
- General Ed. Teacher
- Counselor
- Team Leader
- School Social Worker
- Form 6290 (Intervention Plan and Tier 3 SST Monitoring need to be completed.

12. Progress is monitored for 9 weeks and data is again reviewed. If the student is on par with his/her peers, they can be dismissed from Tier III interventions or the target issue changed. If the student is progressing slowly they can remain on Tier III. If it appears that the gains will not bring that student on par with peers within a reasonable period of time, the Team will request an SST Evaluation.

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Irlande Cole	Teacher
Mary Kate Parton	Principal
Patricia Richardson	Teacher
Duncan McRae	Teacher
Anne Daane	Teacher
Edwyn Claude	Teacher
Elaine Watson	Teacher
John Black	Education Support Employee
Joann Bassan	Education Support Employee
Taina Duborain	Student
Nicoleta Bertrand	Business/Community
Dena Vitro	Teacher
Laurent Mesac	Teacher
Taina Duboiran	Student
Jhanaya Cabral	Student
Penafrancia Madridondo	Parent
Mona Simon	Parent
Frantz Galette	Parent
Eric Moss	Parent
Rosario Cordova	Parent
Melissa Andrews	Parent
Mabelin Acosta	Parent
Elizabeth Yarlique	Parent
Myrtle Reid	Parent
Roland Presume	Parent
Andrea Plunkett	Business/Community
Jean Nicoleau	Teacher

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

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.

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.

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.

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

\$933 Attendance Incentives (grades 6, 7 & 8)

\$1,000 Positive Behavior Support Program incentives (Grade 6,7,8 & Magnet)

\$316 School Center for Special Instruction Supplies

\$3052.78 Academic and Attendance Awards

\$540 Language Arts Instructional Supplies

\$750 Accelerated Reader Incentives

\$1000 Printer Ink for Classrooms

\$1572.40 Math Manipulatives

\$1345.75 Science Essential Lab Materials

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Padron, Cynthia	Assistant Principal
Parton, Mary	Principal
Alonso, Ailed	Teacher, ESE
Borrajio, Nicole	Teacher, K-12
Daniels, Aston	Teacher, K-12
McBean, Hyacinth	Teacher, K-12
Richardson, Patricia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

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 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.

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.

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.

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

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.

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

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/uses 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.

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.

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

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.

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

N/A

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

N/A

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.

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.

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. To increase student achievement by improving core instruction in 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. To increase student achievement by improving core instruction in all content areas. 1a

G070714

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Math - ED	73.0
AMO Math - ELL	56.0
AMO Math - Hispanic	77.0
AMO Reading - All Students	73.0
AMO Reading - African American	71.0
AMO Math - African American	73.0
AMO Reading - Hispanic	76.0
AMO Reading - ELL	51.0
AMO Reading - ED	71.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Interim assessment results and EOC results will be disaggregated throughout the year to determine effectiveness

Person Responsible

Cynthia Padron

Schedule

Quarterly, from 10/7/2015 to 3/4/2016

Evidence of Completion

Baseline, Fall & Winter Assessments, EOC

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. To increase student achievement by improving core instruction in all content areas. **1**


 **G070714**

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

2

 **B184275**

G1.B1.S1 Plan for and deliver instruction in Social Science that is 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**

 **S195827**

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 10/8/2015

Evidence of Completion

agenda, sign-in sheet, deliverable

Action Step 2 5

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

Person Responsible

Cynthia Padron

Schedule

Weekly, from 10/7/2015 to 12/18/2015

Evidence of Completion

Lesson plans and common planning agendas

Action Step 3 5

Work collaboratively during common planning to create lesson plans: instructional focus, corrective feedback and student product.

Person Responsible

Charsta Simmons

Schedule

Weekly, from 10/7/2015 to 10/7/2015

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 10/7/2015 to 10/7/2015

Evidence of Completion

Modeled lesson protocol

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

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

Person Responsible

Cynthia Padron

Schedule

Weekly, from 10/7/2015 to 5/6/2016

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 10/7/2015 to 10/7/2015

Evidence of Completion

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

G1.B1.S2 Plan for and deliver instruction in Language Arts/ Reading that is based on standards and/or specific course benchmarks and the use of the I-spec planning tool. 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

 S195828

Strategy Rationale

Effective planning is an instructional barrier to increasing student achievement.

Action Step 1 5

During common planning meeting and EESAC meeting, introduce action plan.

Person Responsible

Cynthia Padron

Schedule

On 10/8/2015

Evidence of Completion

agenda, sign-in sheet, deliverable

Action Step 2 5

During common planning and department meetings, provide professional development on use of i-specs for comprehensive lesson planning: instructional focus, corrective feedback, and student product.

Person Responsible

Nicole Borrajo

Schedule

Weekly, from 10/7/2015 to 11/27/2015

Evidence of Completion

Lesson plans and common planning agendas

Action Step 3 5

Work collaboratively during common planning to create lesson plans with the use of the I-spec planning tool that addresses: instructional focus, corrective feedback and student product.

Person Responsible

Cynthia Padron

Schedule

Weekly, from 10/7/2015 to 4/1/2016

Evidence of Completion

Lesson plans and common planning agendas

Action Step 4 5

Provide additional support to teachers, through peer reviews and modeling opportunities

Person Responsible

Cynthia Padron

Schedule

Quarterly, from 10/7/2015 to 2/5/2016

Evidence of Completion

Modeled lesson protocol

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Mary Parton

Schedule

Weekly, from 10/7/2015 to 5/6/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 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 10/7/2015 to 5/6/2016

Evidence of Completion

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

G1.B1.S3 Use of item specs and teacher critique of student work during Science common planning time to; make sure to ensure student work contains inquiry charts, text structure and think aloud strategies, demonstrating student understanding of informational text. 4

 S195829

Strategy Rationale

Effective planning that includes the use of research-based instructional strategies is an instructional barrier to increasing student achievement.

Action Step 1 5

During common planning and EESAC meeting, introduce action plan.

Person Responsible

Libni Simons

Schedule

On 10/8/2015

Evidence of Completion

agenda, sign-in sheet, deliverable

Action Step 2 5

During common planning and department meetings, provide professional development on use of content limits in the item specs for comprehensive lesson planning: instructional focus, corrective feedback, and student product.

Person Responsible

Libni Simons

Schedule

Weekly, from 10/7/2015 to 11/27/2015

Evidence of Completion

Lesson plans and common planning agendas

Action Step 3 5

Work collaboratively during common planning by using the content limit in the item specs and pacing guides to create comprehensive lesson plans: instructional focus, corrective feedback, and student product.

Person Responsible

Libni Simons

Schedule

Weekly, from 10/7/2015 to 5/6/2016

Evidence of Completion

Lesson plans and common planning agendas

Action Step 4 5

Provide additional support to teachers, through peer reviews and modeling opportunities

Person Responsible

Libni Simons

Schedule

Quarterly, from 10/7/2015 to 2/5/2016

Evidence of Completion

Modeled lesson protocol

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

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

Person Responsible

Mary Parton

Schedule

Daily, from 10/7/2014 to 5/6/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 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 10/7/2015 to 5/6/2016

Evidence of Completion

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

G1.B1.S4 Ensure effective planning fidelity with the use of MAFS Item Specifications for continuing effective instructional strategies to maximize the use of mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. **4**

 S195830

Strategy Rationale

When planned effectively, it is a shared beliefs that mathematics instruction is better received by the students. It is fundamental to anyone student's success because continuing effective instructional planning can be both profitable and intellectually engaging in creating an effective classroom discourse.

Action Step 1 **5**

During common planning meeting and EESAC meeting, introduce action plan.

Person Responsible

Edwyn Claude

Schedule

On 10/8/2015

Evidence of Completion

agenda, sign-in sheet, deliverable

Action Step 2 **5**

Conduct co-planning meetings to develop lesson plans: instructional focus, corrective feedback, and student work product.

Person Responsible

Edwyn Claude

Schedule

Weekly, from 10/7/2015 to 3/4/2016

Evidence of Completion

Lesson plans and common planning agendas

Action Step 3 **5**

During common planning and department service planning meetings; provide professional development on comprehensive planning; instructional focus; corrective feedback; disaggregation of data; and effective infusion of technology in the classroom.

Person Responsible

Edwyn Claude

Schedule

Weekly, from 10/7/2015 to 11/27/2015

Evidence of Completion

Modeled lesson protocol, agenda, lesson plans

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

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

Person Responsible

Mary Parton

Schedule

Daily, from 10/7/2015 to 5/6/2016

Evidence of Completion

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

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 10/7/2015 to 5/6/2016

Evidence of Completion

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

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	During early release PD and EESAC meeting, introduce action plan.	Padron, Cynthia	10/7/2015	agenda, sign-in sheet, deliverable	10/8/2015 one-time
G1.B1.S2.A1	During common planning meeting and EESAC meeting, introduce action plan.	Padron, Cynthia	10/7/2015	agenda, sign-in sheet, deliverable	10/8/2015 one-time
G1.B1.S3.A1	During common planning and EESAC meeting, introduce action plan.	Simons, Libni	10/7/2015	agenda, sign-in sheet, deliverable	10/8/2015 one-time
G1.B1.S4.A1	During common planning meeting and EESAC meeting, introduce action plan.	Claude, Edwyn	10/7/2015	agenda, sign-in sheet, deliverable	10/8/2015 one-time
G1.B1.S1.A2	During common planning and department meetings, provide professional development on comprehensive lesson planning: instructional focus, corrective feedback, and student product.	Padron, Cynthia	10/7/2015	Lesson plans and common planning agendas	12/18/2015 weekly
G1.B1.S2.A2	During common planning and department meetings, provide professional development on use of i-specs for comprehensive lesson planning: instructional focus, corrective feedback, and student product.	Borrajao, Nicole	10/7/2015	Lesson plans and common planning agendas	11/27/2015 weekly
G1.B1.S3.A2	During common planning and department meetings, provide professional development on use of content limits in the item specs for comprehensive lesson planning: instructional focus, corrective feedback, and student product.	Simons, Libni	10/7/2015	Lesson plans and common planning agendas	11/27/2015 weekly
G1.B1.S4.A2	Conduct co-planning meetings to develop lesson plans: instructional focus, corrective feedback, and student work product.	Claude, Edwyn	10/7/2015	Lesson plans and common planning agendas	3/4/2016 weekly
G1.B1.S1.A3	Work collaboratively during common planning to create lesson plans: instructional focus, corrective feedback and student product.	Simmons, Charsta	10/7/2015	Lesson plans and common planning agendas	10/7/2015 weekly
G1.B1.S2.A3	Work collaboratively during common planning to create lesson plans with the use of the I-spec planning tool that addresses: instructional focus, corrective feedback and student product.	Padron, Cynthia	10/7/2015	Lesson plans and common planning agendas	4/1/2016 weekly
G1.B1.S3.A3	Work collaboratively during common planning by using the content limit in the item specs and pacing guides to create comprehensive lesson plans: instructional focus, corrective feedback, and student product.	Simons, Libni	10/7/2015	Lesson plans and common planning agendas	5/6/2016 weekly
G1.B1.S4.A3	During common planning and department service planning meetings; provide professional development on comprehensive planning; instructional focus; corrective feedback; disaggregation of data; and effective infusion of technology in the classroom.	Claude, Edwyn	10/7/2015	Modeled lesson protocol, agenda, lesson plans	11/27/2015 weekly
G1.B1.S1.A4	Allow for teachers opportunity to model and peer review during modeled lessons.	Padron, Cynthia	10/7/2015	Modeled lesson protocol	10/7/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4	Provide additional support to teachers, through peer reviews and modeling opportunities	Padron, Cynthia	10/7/2015	Modeled lesson protocol	2/5/2016 quarterly
G1.B1.S3.A4	Provide additional support to teachers, through peer reviews and modeling opportunities	Simons, Libni	10/7/2015	Modeled lesson protocol	2/5/2016 quarterly
G1.MA1	Interim assessment results and EOC results will be disaggregated throughout the year to determine effectiveness	Padron, Cynthia	10/7/2015	Baseline, Fall & Winter Assessments, EOC	3/4/2016 quarterly
G1.B1.S1.MA1	Effectiveness of implementation will be monitored and supported by administrative walk-throughs, teacher/ administrative debriefings, student work product.	Parton, Mary	10/7/2015	Walk-through protocol, student achievement data, DI grouping, lesson plans	10/7/2015 weekly
G1.B1.S1.MA1	Consistently monitor the effective implementation of lesson plans; instructional focus, corrective feedback, and student product.	Padron, Cynthia	10/7/2015	Walk- through protocol, administrator/ instructor debriefing, classroom data	5/6/2016 weekly
G1.B1.S2.MA1	Effectiveness of implementation will be monitored and supported by administrative walk-throughs, teacher/ administrative debriefings, student work product.	Parton, Mary	10/7/2015	Walk-through protocol, student achievement data, DI grouping, lesson plans	5/6/2016 weekly
G1.B1.S2.MA1	Consistently monitor the effective implementation of lesson plans; instructional focus, corrective feedback, and student product.	Parton, Mary	10/7/2015	Walk- through protocol, administrator/ instructor debriefing, classroom data	5/6/2016 weekly
G1.B1.S3.MA1	Effectiveness of implementation will be monitored and supported by administrative walk-throughs, teacher/ administrative debriefings, student work product.	Parton, Mary	10/7/2015	Walk-through protocol, student achievement data, DI grouping, lesson plans	5/6/2016 weekly
G1.B1.S3.MA1	Consistently monitor the effective implementation of lesson plans; instructional focus, corrective feedback, and student product.	Parton, Mary	10/7/2014	Walk-through protocol, administrative/ instructor debriefing, classroom data	5/6/2016 daily
G1.B1.S4.MA1	Effectiveness of implementation will be monitored and supported by administrative walk-throughs, teacher/ administrative debriefings, student work product.	Parton, Mary	10/7/2015	Walk-through protocol, student achievement data, DI grouping, lesson plans	5/6/2016 weekly
G1.B1.S4.MA1	Consistently monitor the effective implementation of lesson plans; instructional focus, corrective feedback, and student product	Parton, Mary	10/7/2015	Walk-through protocol, administrator/ instructor debriefing, classroom data	5/6/2016 daily

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. To increase student achievement by improving core instruction in all content areas.

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

G1.B1.S1 Plan for and deliver instruction in Social Science that is 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 10/8/2015

PD Opportunity 2

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

Facilitator

Charsta Simmons, Department Chairperson

Participants

6th-8th grade Social Science teachers

Schedule

Weekly, from 10/7/2015 to 12/18/2015

PD Opportunity 3

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

Facilitator

Cynthia Padron, Assistant Principal

Participants

6-8th grade Social Science teachers

Schedule

Quarterly, from 10/7/2015 to 10/7/2015

G1.B1.S2 Plan for and deliver instruction in Language Arts/ Reading that is based on standards and/or specific course benchmarks and the use of the I-spec planning tool. 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 common planning meeting and EESAC meeting, introduce action plan.

Facilitator

C. Padron, Assistant Principal

Participants

All 6th-8th grade teachers

Schedule

On 10/8/2015

PD Opportunity 2

During common planning and department meetings, provide professional development on use of i-specs for comprehensive lesson planning: instructional focus, corrective feedback, and student product.

Facilitator

C. Padron, Assistant Principal

Participants

6th-8th grade Language Arts teachers

Schedule

Weekly, from 10/7/2015 to 11/27/2015

PD Opportunity 3

Provide additional support to teachers, through peer reviews and modeling opportunities

Facilitator

Nicole Borrajo, Language Arts Department Chairperson

Participants

6th-8th grade Language Arts teachers

Schedule

Quarterly, from 10/7/2015 to 2/5/2016

G1.B1.S3 Use of item specs and teacher critique of student work during Science common planning time to; make sure to ensure student work contains inquiry charts, text structure and think aloud strategies, demonstrating student understanding of informational text.

PD Opportunity 1

During common planning and EESAC meeting, introduce action plan.

Facilitator

C. Padron, Assistant Principal

Participants

All 6th-8th grade teachers

Schedule

On 10/8/2015

PD Opportunity 2

During common planning and department meetings, provide professional development on use of content limits in the item specs for comprehensive lesson planning: instructional focus, corrective feedback, and student product.

Facilitator

C. Padron, Assistant Principal

Participants

6th-8th grade Science teachers

Schedule

Weekly, from 10/7/2015 to 11/27/2015

PD Opportunity 3

Provide additional support to teachers, through peer reviews and modeling opportunities

Facilitator

Cynthia Padron, Assistant Principal

Participants

6th-8th grade Science teachers

Schedule

Quarterly, from 10/7/2015 to 2/5/2016

G1.B1.S4 Ensure effective planning fidelity with the use of MAFS Item Specifications for continuing effective instructional strategies to maximize the use of mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

During common planning meeting and EESAC meeting, introduce action plan.

Facilitator

C. Padron, Assistant Principal

Participants

All 6th-8th grade teachers

Schedule

On 10/8/2015

PD Opportunity 2

During common planning and department service planning meetings; provide professional development on comprehensive planning; instructional focus; corrective feedback; disaggregation of data; and effective infusion of technology in the classroom.

Facilitator

Cynthia Padron, Assistant Principal

Participants

6th - 8th grade mathematics teachers

Schedule

Weekly, from 10/7/2015 to 11/27/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	During early release PD and EESAC meeting, introduce action plan.				\$0.00
2	G1.B1.S1.A2	During common planning and department meetings, provide professional development on comprehensive lesson planning: instructional focus, corrective feedback, and student product.				\$0.00
3	G1.B1.S1.A3	Work collaboratively during common planning to create lesson plans: instructional focus, corrective feedback and student product.				\$0.00
4	G1.B1.S1.A4	Allow for teachers opportunity to model and peer review during modeled lessons.				\$0.00
5	G1.B1.S2.A1	During common planning meeting and EESAC meeting, introduce action plan.				\$0.00
6	G1.B1.S2.A2	During common planning and department meetings, provide professional development on use of i-specs for comprehensive lesson planning: instructional focus, corrective feedback, and student product.				\$0.00
7	G1.B1.S2.A3	Work collaboratively during common planning to create lesson plans with the use of the I-spec planning tool that addresses: instructional focus, corrective feedback and student product.				\$0.00
8	G1.B1.S2.A4	Provide additional support to teachers, through peer reviews and modeling opportunities				\$0.00
9	G1.B1.S3.A1	During common planning and EESAC meeting, introduce action plan.				\$0.00
10	G1.B1.S3.A2	During common planning and department meetings, provide professional development on use of content limits in the item specs for comprehensive lesson planning: instructional focus, corrective feedback, and student product.				\$3,299.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6301 - John F. Kennedy Middle School	School Improvement Funds		\$300.00
			Notes: Headphones for student use during computer-based assessments on I-Ready.			
			6301 - John F. Kennedy Middle School	School Improvement Funds		\$2,999.00
			Notes: Student incentives			
11	G1.B1.S3.A3	Work collaboratively during common planning by using the content limit in the item specs and pacing guides to create comprehensive lesson plans: instructional focus, corrective feedback, and student product.				\$0.00

Budget Data			
12	G1.B1.S3.A4	Provide additional support to teachers, through peer reviews and modeling opportunities	\$0.00
13	G1.B1.S4.A1	During common planning meeting and EESAC meeting, introduce action plan.	\$0.00
14	G1.B1.S4.A2	Conduct co-planning meetings to develop lesson plans: instructional focus, corrective feedback, and student work product.	\$0.00
15	G1.B1.S4.A3	During common planning and department service planning meetings; provide professional development on comprehensive planning; instructional focus; corrective feedback; disaggregation of data; and effective infusion of technology in the classroom.	\$0.00
Total:			\$3,299.00