

Miami-Dade County Public Schools

John F. Kennedy Middle School



2017-18 Schoolwide 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	B*	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for John F. Kennedy Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

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 2017-2018 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. Finally, the Principal maintains an open door policy and students are given the opportunity to meet with the Principal 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 a 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. Students may be referred to the Student Success Center as a result of a Level III or IV COSC infraction in lieu of outdoor suspension.

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 requests 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 Code of Student Conduct, 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) - and Beauty and Brains Girls Club (girls).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- *A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or mathematics
- * Previous year failure of Language Arts and/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	0	0	0	0	0	0	0	
One or more suspensions	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	35	3	9	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	93	137	142	0	0	0	0	372

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	101	158	158	0	0	0	0	417

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 and Student Services team meet with families to complete an attendance contract as well as to conduct a Truancy packet.

One or more suspensions - Students no longer receive outdoor suspensions. All students have the opportunity to participate in the Student Success Center in order to avoid a gap in educational participation. Prior to entering the Student Success Center, a parent/administrator and counselor conference takes place. Upon returning from the Student Success Center, students will have a follow-up meeting with the counselor. After accumulating 5 days of participation in the Student Success Center, 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 or 2 on statewide assessment - All students who receive a level 1 or 2 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parental Involvement Program Description at John F. Kennedy Middle School

- 1) Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
- 2) Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parent and Family Engagement Plan (PFEP); scheduling the Title I Orientation Meeting, where parents are informed of the schools mission and vision; and other documents/activities necessary in order to comply with dissemination and reporting requirements. During the annual Title 1 meeting parent input and participation is utilized for the Parent Family Engagement Plan.
- 3) Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
- 4) Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

5) Confidential “as-needed services” will be provided to any students in the school in “homeless situations” as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

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

1. School Leadership Team

a. Membership

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

Name	Title
Osborn, Bernard	Principal
Borrajio, Nicole	Teacher, K-12
Simmons, Charsta	Teacher, K-12
Claude, Edwyn	Teacher, K-12
McPhee, Gizelle	Teacher, K-12
Jenkins, Peter	Assistant Principal
Schendowich, Kristen	Teacher, K-12
Rhea, Tangella	Administrative Support

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:

Bernard L. Osborn - 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/RtI, 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.

Kristen Schendowich - Magnet Lead Teacher - provides guidance, support and training for magnet teachers and assists in the development of the School Improvement Plan.

Tangella Rhea - Administrative Support - provides guidance and support to students, assists in the development of the school discipline plan and works with staff and students to ensure compliance with the code of student conduct.

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.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their

child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the School Year to measure the parent program over the course of the year and to facilitate an evaluation of the Parent Involvement Program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Parent Bulletins. Special support services to special needs populations such as homeless, migrant, and neglected and delinquent students are offered. In addition, our school offers after-school tutoring for remediation and acceleration between the months of January and April in order to prepare students for the Florida Standards Assessments.

Title I, Part C- Migrant

Currently, there are no migrant students enrolled at the school-site. If a migrant student were to enroll, the school would provide services and support to migrant students and parents. The school liaison would coordinate with the District Migrant Liaison, Title I, and other programs to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students would also be provided extended learning opportunities. In addition, the school would utilize the services of the McDonald Foundation and University of Miami and Heiken's Children's Vision Program in order to meet the health needs of students who are classified as migrant.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. John F. Kennedy Middle has conducted and will continue to conduct parental development activities focusing on positive behavior interventions in order to reduce the number of behavior infractions at the school-site.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

John F. Kennedy Middle School's faculty has utilized the professional development opportunities offered by the District to provide the MINT program to new teachers; allow teachers to become Gifted and ESOL certified, and provide in-house professional development with teacher credit facilitated by the Professional Development Liaison.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs
- Bilingual Parent Outreach Program (The Parent Academy)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

Students participating in the ELL program at John F. Kennedy Middle receive ESOL services through their Language Arts and Developmental Reading teachers. In addition, students receive the HLAAP (Home Language Assistance) assistance through their Science, Social Science and Mathematics courses.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
 - The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
 - The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
 - The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated based on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
 - Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
 - Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
 - The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

John F. Kennedy Middle refers any student who is homeless to Project Upstart for assistance with transportation, emergency shelter and social services. The Assistant Principal, Counselor, and Registrar are the persons responsible for contacting the District and enabling communication between the family and Project Upstart representatives.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
 - This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
 - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
 - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Other- Parental Involvement Activities

The school aims to increase parental engagement/involvement through developing (with on-going parent input) the Title I School-Parent Compact; the school's Title I Parent and Family Engagement

Plan (PFEP); the scheduling of the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Irlande Cole, EESAC Chairperson	Teacher
Duncan McRae	Teacher
Anne Daane	Teacher
Edwyn Claude	Teacher
Elaine Watson	Teacher
John Black	Education Support Employee
Dena Vitro	Teacher
Laurent Mesac	Teacher
Withza Laurin-Nibbs	Teacher
Janet Bringuez	Business/Community
Tangella Rhea	Teacher
Bernard Osborn	Principal
Harold Woodside	Parent
Maximilana Huamani	Parent
Jean Joseph	Parent
Johanna Linares	Parent
Jean Moscova	Parent
Nivardie Benoit	Parent
Arthur Codrington	Student
Tyneisha Rock	Student
Herbert Hease	Parent
Magdalena De la Cruz	Parent
Priscilla White	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 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 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 meetings 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 use of School Improvement Funds from EESAC and Principal's Instructional Fund (Fund 9) are described in the following manner:

EESAC

\$2,999 Positive Behavior Support Program incentives (Grade 6,7,& 8) - 5 and Below (snacks, games, tech toys) Crest Awards (medals)

\$2,700 Media/Library books - Mackin Educational Resources

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
	Assistant Principal
Borrajó, Nicole	Teacher, K-12
Jordan, Melba	Teacher, K-12
Cole, Irlande	Teacher, K-12
Billett, Christine	Teacher, K-12
Taylor, Alicia	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. The Literacy Committee is developed to encourage and support 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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/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.

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
- 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

Osborn, Bernard, bosborn@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: After School Program

Minutes added to school year: 25,500

After-School All-Stars South Florida (SFASAS) is the local chapter of the leading national organization that provides year-round, school-based, comprehensive after-school programs.

Strategy Rationale

To identify and fuel our student's individual passions by tying their interests to tailored academic support, enrichment activities and sports. By creating lasting relationships with our students and incorporating service learning, we equip our All-Stars with the confidence and skills to become productive members of their community. After-School All-Stars gives its students a safe-haven during the "danger zone" hours of 3pm-6pm – the time of day when youth violence, drug use, and other delinquent behaviors are most likely to occur. We provide effective and thoughtful supports to fight against the high school drop-out and obesity crises and to ready our students for fulfilling careers in the modern workforce.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nicoleau, Jean, jv1117@dadeschools.net

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

SFAS Mathematics and Reading Assessment

Strategy: After School Program

Minutes added to school year: 1,260

After-school 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 remediate and enrich 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

Osborn, Bernard, bosborn@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 in all content areas, 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 in all content areas, then student achievement will increase. 1a

G096764

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Reading - All Students	
AMO Reading - African American	
AMO Math - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - ED	

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

Schedule

Quarterly, from 9/22/2017 to 5/25/2018

Evidence of Completion

Baseline, Fall & Winter Assessments, IReady diagnostics and topic/unit 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 in all content areas, then student achievement will increase. 1

 G096764

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

2

 B260277

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

 S275712

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 collaborative planning and department meetings, and EESAC meeting, SIP plan.

Person Responsible

Bernard Osborn

Schedule

Weekly, from 9/26/2017 to 5/18/2018

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

Schedule

Weekly, from 9/21/2017 to 3/2/2018

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

Schedule

Weekly, from 9/21/2017 to 5/18/2018

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

Schedule

Quarterly, from 9/21/2017 to 5/18/2018

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

Schedule

Weekly, from 9/14/2017 to 5/25/2018

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

Bernard Osborn

Schedule

Weekly, from 9/21/2017 to 5/25/2018

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

 S275715

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 9/21/2017 to 5/17/2018

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

Bernard Osborn

Schedule

Weekly, from 9/21/2017 to 5/18/2018

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

Bernard Osborn











Schedule

Weekly, from 9/21/2017 to 3/23/2018

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
2018					
G1.B1.S1.A2  A370460	During collaborative planning and department meetings, provide professional development on...		9/21/2017	Lesson plans and common planning agendas	3/2/2018 weekly
G1.B1.S4.MA1  M398854	Effectiveness of implementation will be monitored and supported by administrative walk-throughs,...	Osborn, Bernard	9/21/2017	Walk-through protocol, student achievement data, DI grouping, lesson plans	3/23/2018 weekly
G1.B1.S4.A1  A370470	Provide professional development on the utilization of instructional technology to enhance...	Padron, Cynthia	9/21/2017	Lesson plan, student work product	5/17/2018 quarterly
G1.B1.S1.A1  A370459	During collaborative planning and department meetings, and EESAC meeting, SIP plan.	Osborn, Bernard	9/26/2017	agenda, sign-in sheet, deliverable	5/18/2018 weekly
G1.B1.S1.A3  A370461	Work during collaborative planning time to create lesson plans: instructional focus, corrective...		9/21/2017	Lesson plans and common planning agendas	5/18/2018 weekly
G1.B1.S1.A4  A370462	Allow for teachers opportunity to model and peer review during modeled lessons.		9/21/2017	Modeled lesson protocol	5/18/2018 quarterly
G1.B1.S4.MA1  M398855	Consistently monitor the effective implementation of lesson plans; instructional focus, corrective...	Osborn, Bernard	9/21/2017	Walk-through protocol, administrator/ instructor debriefing, classroom data, student work portfolio	5/18/2018 weekly
G1.MA1  M398856	IReady, topic assessments and Interim assessment results will be disaggregated throughout the year...		9/22/2017	Baseline, Fall & Winter Assessments, IReady diagnostics and topic/unit assessments	5/25/2018 quarterly
G1.B1.S1.MA1  M398848	Effectiveness of implementation will be monitored and supported by administrative walk-throughs,...	Osborn, Bernard	9/21/2017	Walk-through protocol, student achievement data, DI grouping, lesson plans	5/25/2018 weekly
G1.B1.S1.MA1  M398849	Conduct walk-throughs to consistently monitor the effective implementation of lesson...		9/14/2017	Walk- through protocol, administrator/ instructor debriefing, classroom data	5/25/2018 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 in all content areas, 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 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 9/21/2017 to 3/2/2018

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, PD Liaison, Nicole Borrajo, Gizelle McPhee, Edwyn Claude, Charsta Simmons and Kristen Schendowich

Participants

All 6-8th grade teachers

Schedule

Quarterly, from 9/21/2017 to 5/17/2018

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 collaborative planning and department meetings, and EESAC meeting, SIP 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.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	239-Other	6301 - John F. Kennedy Middle School	School Improvement Funds		\$1,500.00
			Notes: Student Incentives - Food and non-food items			
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	2017-18
	5000	140-Substitute Teachers	6301 - John F. Kennedy Middle School	General Fund		\$1,800.00
			Notes: Substitutes for peer teacher modeling			
5	G1.B1.S4.A1	Provide professional development on the utilization of instructional technology to enhance comprehensive lesson planning: Student engagement				\$0.00
Total:						\$3,300.00