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# John F. Kennedy Middle School

2100 S FISKE BLVD, Rockledge, FL 32955

<http://www.kennedy.brevard.k12.fl.us>

## Demographics

**Principal: Peter Papczynski A**

Start Date for this Principal: 6/14/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 7-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	43%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: B (60%) 2016-17: A (69%) 2015-16: A (66%) 2014-15: A (68%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Brevard County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 7-8</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>38%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>39%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	B	A	A

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<https://www.floridacims.org>.

## 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

John F. Kennedy Middle School is committed to achieving an educational standard of excellence for all students that will motivate and empower students to become lifelong learners and productive citizens.

**Provide the school's vision statement.**

The John. F. Kennedy Middle School community shares a commitment to education that challenges and motivates students to reach their highest potential.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Tomlinson, Sherry	Principal	
Davis, Tami	Assistant Principal	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	375	283	0	0	0	0	658
Attendance below 90 percent	0	0	0	0	0	0	0	20	13	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	41	40	0	0	0	0	81
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	13	11	0	0	0	0	24

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

47

**Date this data was collected or last updated**

Tuesday 9/10/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**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	13	28	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	2	9	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	39	52	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	0	0	0	0	32	51	0	0	0	0	83

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	29	27	0	0	0	0	56

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).



School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	59%	54%	69%	60%	52%
ELA Learning Gains	58%	56%	54%	62%	57%	54%
ELA Lowest 25th Percentile	44%	48%	47%	47%	47%	44%
Math Achievement	75%	66%	58%	85%	65%	56%
Math Learning Gains	62%	55%	57%	74%	56%	57%
Math Lowest 25th Percentile	53%	45%	51%	69%	46%	50%
Science Achievement	58%	52%	51%	64%	56%	50%
Social Studies Achievement	77%	75%	72%	77%	76%	70%

EWS Indicators as Input Earlier in the Survey			
Indicator	Grade Level (prior year reported)		Total
	7	8	
Number of students enrolled	375 (0)	283 (0)	658 (0)
Attendance below 90 percent	20 ( )	13 ( )	33 (0)
One or more suspensions	3 (0)	1 (0)	4 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	41 (0)	40 (0)	81 (0)
	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	63%	58%	5%	52%	11%
	2018	57%	56%	1%	51%	6%
Same Grade Comparison		6%				
Cohort Comparison						
08	2019	68%	63%	5%	56%	12%
	2018	66%	65%	1%	58%	8%
Same Grade Comparison		2%				
Cohort Comparison		11%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
07	2019	66%	62%	4%	54%	12%
	2018	67%	62%	5%	54%	13%
Same Grade Comparison		-1%				
Cohort Comparison						
08	2019	59%	43%	16%	46%	13%
	2018	64%	41%	23%	45%	19%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	56%	53%	3%	48%	8%
	2018	57%	55%	2%	50%	7%
Same Grade Comparison		-1%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	77%	74%	3%	71%	6%
2018	71%	73%	-2%	71%	0%
Compare		6%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	99%	61%	38%	61%	38%
2018	98%	62%	36%	62%	36%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	60%	40%	56%	44%
Compare		0%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	43	39	25	54	60	13	30			
ELL	31	50		54	71						
ASN	80	83		100	67				100		
BLK	29	44	34	48	63	56	21	52	64		
HSP	63	58	26	69	65	58	55	65	80		
MUL	66	50		80	59	46	58	79	86		
WHT	73	60	54	80	62	53	66	82	81		
FRL	51	56	46	60	61	54	43	64	70		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	34	25	27	46	36	24	22			
ELL	33	25		75	54						
ASN	75	55		100	100				85		
BLK	29	37	30	44	49	35	21	37	38		
HSP	62	47	43	77	70	54	57	67	56		
MUL	63	47	33	71	62	50	55	65	82		
WHT	71	56	37	84	77	64	69	80	77		
FRL	47	43	32	63	62	45	44	55	51		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	44	39	38	49	38	24	24			
ASN	79	80		93	80				90		
BLK	42	54	50	62	70	65	36	54	50		
HSP	65	51	50	87	77	78	57	85	53		
MUL	69	66	45	80	61	43	71	81	74		
WHT	76	66	45	90	76	73	70	80	75		
FRL	48	50	44	69	67	66	40	58	51		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	9
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	60

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The ESE subgroup. While the students with disabilities showed 4.6% increase in ELA learning gains they are still achieving significantly lower than their peers. This group started their education in classes that were all students with disabilities. the classes included very little rigorous work that was on grade level. Low expectations yielded low performance.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The African American subgroup showed a 4.1% decrease in ELA learning gains. The subgroup is 37% African Americans with disabilities and 75% African Americans with FRL. Those factors have contributed to the challenges faced by this group of students.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Kennedy scored the same or higher in all subject areas when compared to the state averages. This is primarily due to improvements in most academic areas. While we had a decrease in performance in the area of Science, the decrease was still not large enough to be below the state average. A continuing cycle of improvement will continue to be a goal.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Improved performance in the area of math learning gains for African Americans increased 6.5%. Restructured classes to be inclusive with support facilitation. Provided common planning for academic teachers. Added significant academic support.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Kennedy's greatest area of concern is the achievement gap that exists for students with disabilities.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Improving student achievement for students with disabilities.
2. Improving student achievement for the African American subgroup.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	1. Ensure higher percentage of access to advanced courses for African Americans
<b>Rationale</b>	<p>Research shows racial differences in educational access and academic achievement (Annie E. Casey Foundation, 2017; Office of Civil Rights, 2016). Low-income, African-American and Hispanic students continue to face significant disparities in access to quality educational opportunities and resources at the K-12 level – including access to services critical for college success, new data from the U.S. Department of Education show. Black high school students are significantly underrepresented in AP courses that provide students with a jumpstart on college and serve as an early predictor of college success, according to The College Board’s “Advanced Placement Report to the Nation.” Experts say checking teacher bias and improving identification of qualified Black students can help. “The evidence is clear. The single greatest predictor of college success is success in rigorous high school courses,” says Daria Hall, K-12 policy director for The Education Trust.</p>

<b>State the measurable outcome the school plans to achieve</b>	There will be an increase in the number of African American students enrolled in rigorous courses. We will have 10% or more of the African American subgroup enrolled in Algebra Honors.
<b>Person responsible for monitoring outcome</b>	Sherry Tomlinson (tomlinson.sherry@brevardschools.org)
<b>Evidence-based Strategy</b>	<p>Evidence in “Closing the Divide,” Robert Dreeben (1987) shows that the level of learning responds strongly to the quality of instruction: having and using enough time, covering a substantial amount of rich curricular material, and matching instruction appropriately to the ability levels of groups...When black and white children of comparable ability experience the same instruction, they do about equally well, and this is true when the instruction is excellent in quality and when it is inadequate (p. 34).</p> <p>Many studies have found that students placed in the lowest tracks or in remedial programs—disproportionately low-income and minority students—are most apt to experience instruction geared only to multiple-choice tests, working at a low cognitive level. Rarely are they given the opportunity to talk about what they know, to read real books, to write, or to construct and solve problems (Oakes, 1985; Davis, 1986; Trimble &amp; Sinclair, 1986; Cooper &amp; Sherk, 1989).</p>
<b>Rationale for Evidence-based Strategy</b>	<p>When students of similar backgrounds and initial achievement levels are exposed to more and less challenging curriculum material, those given the richer curriculum opportunities outperform those placed in less challenging classes (Alexander &amp; McDill, 1976; Oakes, 1985; Gamoran &amp; Behrends, 1987).</p> <p>At Kennedy 29% of our African American subgroup scored level 3 or higher in reading; 44% in math and only .09% were enrolled in Algebra with 100% passing the EOC. We will work to significantly increase the number of African Americans enrolled in advanced courses.</p>

<b>Action Step</b>	
<b>Description</b>	1. Seek permission from principals of schools in Cocoa and feeder schools to access test scores of students

2. Send post cards recruiting for Cambridge to all qualifying students in schools in Cocoa in addition to feeder schools and regular recruiting areas (Freedom 7 and Stevenson), inviting them to Cambridge Informational nights and with information to apply for Cambridge
3. Accurately place students in advanced courses
4. Host feeder chain breakfast with principals and school counselors to explain and review minority placement data. Encourage working with teachers to recommend minority placement in advanced courses.
5. Explain Avid program (invite resource teacher) and remind about interviewing dates. Share LRE% data and explain about support facilitation and the need to have feeder schools prepare their students with disabilities appropriately for exposure to on grade level assignments.

**Person  
Responsible**

Sherry Tomlinson (tomlinson.sherry@brevardschools.org)

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<b>#2</b>	
<b>Title</b>	2. Ensure greater level of support of minority students in advanced courses
<b>Rationale</b>	<p>Underrepresented minorities are likely to find themselves academically and socially isolated, (Nettles 1988; Treisman 1992; Cole and Barber 2003). This sense of isolation can result in a lack of a support structure and reinforcement. Fostering contact with faculty outside of the classroom through both formal mentoring and informal interactions can be helpful in decreasing this isolation. Similarly, building a critical mass of student peers can enhance the social support system as well as student persistence and success (Allen, 1992; Fries-Britt, 2000; Gándara and Maxwell-Jolly, 1999; McHenry, 1997).</p> <p>Students who come from economically and culturally disadvantaged backgrounds find themselves in intimidating situations, and without the same level of information or access to information that students from advantaged situations have. Even if students are prepared and interested, they may be intimidated. This apprehension may create barriers to entry or create barriers to the information needed to be fully successful.</p>

<b>State the measurable outcome the school plans to achieve</b>	Kennedy will provide support facilitation in Math and ELA. Extra support will be provided to students with disabilities in the form of support facilitation and the critical thinking elective. More minority students will be recruited and selected for AVID to provide extra support for rigorous academics.
<b>Person responsible for monitoring outcome</b>	Tami Davis (davis.tami@brevardschools.org)
<b>Evidence-based Strategy</b>	Research indicate that Black students whose teachers communicated high expectations had higher SAT-10 math scores (Woolley et al., 2010). This serves as promising evidence for setting high expectations.
<b>Rationale for Evidence-based Strategy</b>	<p>All students need supplementary support as they transition to the rigor of advanced courses. Schools can offer support for students through preparatory classes, summer sessions, after school sessions, or additional instructional time. The National Governors Association notes that tight alignment of the regular and advanced curricula can prepare students for the rigor of advanced coursework.</p> <p>In addition to academic support, high-achieving low-income and minority students may require additional psychosocial support to combat stereotypes and build confidence.</p>

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create listing of minority students who scored at minimum a high two on FSA.</li> <li>2. Principal make connection at feeder schools with above students and interview them/ recruit them for AVID along with a minority teacher.</li> <li>3. Principal waive requirements such as teacher recommendations/parent documentation for enrollment into Advanced classes with AVID for support.</li> <li>4. Once this year’s test scores arrive, double check for more qualifying students and then send congratulatory letters to all who will be scheduled into advanced classes with AVID support.</li> <li>5. Principal enter/double check S916 requests.</li> </ol>
<b>Person Responsible</b>	Sherry Tomlinson (tomlinson.sherry@brevardschools.org)

<b>#3</b>	
<b>Title</b>	3. Ensure greater level of support for ESE students to ensure on grade level work
<b>Rationale</b>	Simply removing the barriers that have been erected against access to high-level courses in and of itself is not sufficient to improve readiness and performance. Students from low-income and minority backgrounds too often have academic and social deficits and need a set of academic and social support mechanisms to help them navigate the challenges of rigorous courses and gain access to the same opportunities.

<b>State the measurable outcome the school plans to achieve</b>	There should be a minimum of 3% increase in the number of ESE students making learning gains and scoring level three or above on the FSA.
<b>Person responsible for monitoring outcome</b>	Tami Davis (davis.tami@brevardschools.org)
<b>Evidence-based Strategy</b>	Strengthening the rigor of courses taken in middle and high schools can be an effective strategy to raise student achievement levels, and ensure postsecondary and work readiness for more students.
<b>Rationale for Evidence-based Strategy</b>	Help teachers design high-quality work and teach in ways that engage students, cause them to persist, and result in student satisfaction and acquisition of knowledge, critical-thinking, and problem-solving skills. Help teachers use a variety of instructional strategies and settings that identify and accommodate individual learning needs and engage students. Make sure that each student has a personal plan for progress that is reviewed often and ensures that students are engaged in an effort to meet high standards.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Involve Bill Pearlman and ESE as well as GEN ED teachers in planning for new school year.</li> <li>2. Hire/change course assignments on teachers to ensure ESE support is at greatest extent for ESE students based on planning day with Bill Pearlman based on individual needs of admitted students.</li> <li>3. Dissolve VE type classes.</li> <li>4. Increase support facilitation</li> <li>5. Principal enter Support Facilitation schedule and S916 requests for ESE students.</li> </ol> <p>Ensure BGL ESE students have either AVID or Learning Strategies (dependent on need) and ILA for added interventions.</p>
<b>Person Responsible</b>	Sherry Tomlinson (tomlinson.sherry@brevardschools.org)

<b>#4</b>	
<b>Title</b>	4. Provide necessary professional development relative to access/support of academic success for minority and ESE subgroups
<b>Rationale</b>	Collaboration alone does not automatically translate into enhanced student performance of course, but it greatly enhances a school's ability to adopt an approach to instructional procedures that better serve all students, including students with disabilities. Administrators, teachers, and staff are more productive and more highly motivated when a school's environment is imbued with a sense of collaboration (Birenbaum, Kimron, & Shilton, 2011; Bush & Glover, 2012; Kennedy, Deuel, Nelson, & Slavit, 2011),

<b>State the measurable outcome the school plans to achieve</b>	PD will be provided on culturally relevant teaching and high yield instructional strategies for subgroups. There will be PROGo records, meeting agendas, and presentations that reflect a minimum of three PD experiences for staff.
<b>Person responsible for monitoring outcome</b>	Tami Davis (davis.tami@brevardschools.org)
<b>Evidence-based Strategy</b>	<p>A well-designed and clearly communicated teacher development process is essential for driving measurable and lasting learning for students. Teachers need to know exactly what students are doing well and precisely where they need to focus their attention. Using formative assessments, teachers can pinpoint where students have gaps and intervene accordingly. U.S. researchers have also found that school achievement is much stronger where teachers work in collaborative teams that plan and learn together. Teachers repeatedly confirm that opportunities to work with their colleagues often determine where they are willing to work. Collaboration, however, requires time as well as will, and this means that school staffing and schedules must be designed differently.</p> <p>Because of the evidence that supports the need for collaboration, teachers will be provided subject area common planning time. Teachers will work through subgroup data and receive training in using a variety of progress monitoring tools. Subject area resource teachers will provide additional support to classroom teachers and support facilitators.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Researchers have consistently found that teacher effectiveness is the critical component in improving student achievement, but the question has always been, "How do we make sure they are effective?" AUSL is a huge believer in focused professional development to improve teacher effectiveness.</p> <p>Research suggests that direct, explicit instruction effectively improves the math and reading achievement of struggling students, including those with special needs or who are English language learners.</p>

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Target/tap/invite/fund AVID Summer Institute participants.</li> <li>2. Ensure new hires participate in all available professional development beginning with summer months inclusive of New Teacher Academy here at KMS.</li> <li>3. Preplanning work of faculty: exposure to <a href="https://edudata.fldoe.org">https://edudata.fldoe.org</a> and have teachers work through ascertaining subgroup grades.</li> </ol>

4. Preplanning work of faculty: chutes and ladders activity relative to Kennedy’s performance with subgroups.
  5. Preplanning survey of teachers for differentiated needs relative to professional development for assisting with subgroup success and high expectations.
  6. Scheduling of resource teachers to ensure alignment with use of resources and curriculum and guides from BPS.
  7. Continue work from faculty book study “Closing the Attitude Gap” (which may also assist with some elimination of #5 chute relative to lack of positive relationships).
- 5.

**Person Responsible** Tami Davis (davis.tami@brevardschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: 1. Ensure higher percentage of access to advanced courses for African Americans</b>				<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: 2. Ensure greater level of support of minority students in advanced courses</b>				<b>\$12,129.81</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	130-Other Certified Instructional Personnel	1101 - John F. Kennedy Middle School	Other		\$12,129.81
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: 3. Ensure greater level of support for ESE students to ensure on grade level work</b>				<b>\$5,329.81</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	1101 - John F. Kennedy Middle School	Other		\$5,329.81
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: 4. Provide necessary professional development relative to access/support of academic success for minority and ESE subgroups</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	239-Other	1101 - John F. Kennedy Middle School	Other		\$2,500.00
<b>Total:</b>						<b>\$19,959.62</b>