John F. Kennedy Middle School

2021-22 Schoolwide Improvement Plan

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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: 2/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (64%) 2017-18: B (60%) 2016-17: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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.

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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 7-8	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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SIP Authority

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.

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Diesel, Travis	Principal	
Davis, Tami	Assistant Principal	
DeGennaro, Darren	Assistant Principal	

Demographic Information

Principal start date
Friday 2/19/2021, Peter Papczynski A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school
682

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	42	42	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	2	5	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	23	35	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	35	47	0	0	0	0	82
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	44	57	0	0	0	0	101
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	44	57	0	0	0	0	101
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	39	53	0	0	0	0	92
	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	
	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	
	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	
	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	
	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	
	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	
	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	9	9	0	0	0	0	18

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	4	5	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	4	3	0	0	0	0	7

Date this data was collected or last updated

Friday 9/17/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	290	369	0	0	0	0	659
Attendance below 90 percent	0	0	0	0	0	0	0	41	68	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	16	31	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	0	2	6	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	29	39	0	0	0	0	68
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	39	31	0	0	0	0	70

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	5	14	0	0	0	0	19

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	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	0	5

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	290	369	0	0	0	0	659
Attendance below 90 percent	0	0	0	0	0	0	0	41	68	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	16	31	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	0	2	6	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	29	39	0	0	0	0	68
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	39	31	0	0	0	0	70

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	5	14	0	0	0	0	19

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	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	59%	54%	62%	59%	53%
ELA Learning Gains				58%	56%	54%	50%	52%	54%
ELA Lowest 25th Percentile				44%	48%	47%	35%	45%	47%
Math Achievement				75%	66%	58%	76%	65%	58%
Math Learning Gains				62%	55%	57%	70%	56%	57%
Math Lowest 25th Percentile				53%	45%	51%	50%	47%	51%
Science Achievement				58%	52%	51%	59%	54%	52%
Social Studies Achievement				77%	75%	72%	70%	72%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	63%	58%	5%	52%	11%
Cohort Comparison						
08	2021					
	2019	68%	63%	5%	56%	12%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	66%	62%	4%	54%	12%
Cohort Comparison						
08	2021					
	2019	59%	43%	16%	46%	13%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	56%	53%	3%	48%	8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	74%	3%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	61%	38%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MAPS, Reading Plus for 20-21, Read 180 SRI for 21-22.

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.4	27.2	33.8
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.9	45.6	31
	Economically Disadvantaged	37.1	39.4	24.2
	Students With Disabilities	12.3	8.8	7
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3.3	5.4	12.7
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	26	18	25	37	37	23	31	50		
ELL	25	33	16	38	50	40	10	50			
ASN	82	67		91	52		79		80		
BLK	39	37	16	41	39	36	40	45	58		
HSP	49	42	17	60	53	37	50	65	81		
MUL	74	53		70	53		68	90	86		
WHT	62	51	27	73	55	47	61	84	80		
FRL	46	39	21	53	50	43	43	65	70		
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						

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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%	

Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
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	71
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	60
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The ESE subgroup. Students with disabilities are still achieving significantly lower than their peers. This group
historically has had limited opportunities to work with rigorous curriculum on grade level.
Low expectations yielded low performance.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with disabilities. In every academic area our students with disabilities have underperformed compared to their peers.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Mobility, disengaged e learning, covid demands have all impacted our students with disabilities. Additionally, more academic support is clearly needed across the curriculum for this group.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The greatest improvement was +8 in Science. ELA and Acceleration also increased by +1.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Very deliberate planning for science was increased. The Science department did a review of all relevant achievement data, then collaborated and developed inquiry labs and activities as well as lessons to improve identified benchmarks and strands.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning we will staff and schedule to best support areas our students with disabilities. We will continuously provide professional development to improve mind-sets and campus-wide commitment to identified goals. Staff will be scheduled and provided with structures to support collaboration and planning for improved achievement outcomes. As a team we will support and monitor effective accelerated learning for ALL students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will use AVID training to help develop more strategies and classroom practices to provide a more inclusive classroom with high expectations for ALL students. We will train our teachers to use collaborative study groups and to use data to group students to maximize achievement. We will also train teachers in the implementation of proven literacy strategies to improve student outcomes. We will offer before and after school support for our students both face to face and virtually to maximize student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will work to provide support for faculty and staff throughout the year to collaborate, analyze and reflect on achievement data and adjust and improve practices based on student performance.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Ensure greater level of support for ESE students to ensure on grade level work. 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.
Measurable Outcome:	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.
Monitoring:	We will monitor school data generated from reading assessments and MAPS progress monitoring data to determine if we are making progress towards our goals for students with disabilities.
Person responsible for monitoring outcome:	Tami Davis (davis.tami@brevardschools.org)
Evidence-based Strategy:	Strengthening the rigor of courses taken in middle and high schools can be an effective strategy to raise student achievement levels, and ensure post secondary and work readiness for more students.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

1. Hire/change course assignments to ensure ESE support for for ESE students based on individual needs of admitted students
2. Ensure new hires participate in all available professional development beginning with summer months inclusive of New Teacher Academy here at KMS.
3. Scheduling of resource teachers to support and ensure alignment with use of resources and curriculum and guides from BPS.
4. Schedule more sections of support courses for teachers trained to support struggling students.
5. Provide additional curriculum resources to support students growth in areas where they are struggling to perform

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As we continue to evolve our MTSS process, the team will monitor data related to schoolwide discipline to determine if any subgroups are disproportionately represented. Additionally we will use data to pinpoint strategies and interventions that yield more successful results. As those practices are identified, professional development will follow to improve school wide responses to disciplinary incidents in a proactive manner.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Several key sources of data were utilized when planning for the 2021-2022 school year which include school-wide parent surveys, a student survey called "youth truth," and faculty surveys. These data sets were invaluable when looking at the various areas of culture and promoting a positive environment.

Our Parent survey included positive responses in most categories including: feeling welcome by office staff, feeling staff are polite and helpful in answering questions or concerns. It identified e mail as the preferred means of communication, and that more information on helping students prepare for high school and SAT/ ACT prep were of the most desired resources. The Parent survey also identified Academic Support as the most desired engagement resource but also identified a need for more mental health resources.

The Youth Truth Survey completed by students indicated academic challenge and engagement to be our highest rated dimensions. Culture and relationships were the lower rated dimensions however digging into the data a clearer story emerged. Students felt a connection with their teachers and indicated they interacted with them most but, compared to previous years, had engaged and collaborated with peers less. Given the COVID protocols, this was more easily understood. It was clear students missed working collaboratively and participating in the enriching activities that had to be put on hold during a pandemic as we followed the COVID protocols. Even the Parent survey clearly identified e learning and technology challenges and the greatest frustration that parents had during the 20-21 school year.

Most of the identified need on the faculty Insight survey were related to leadership no longer present at

KMS due to an administrative change.

To serve all our stake holders we provided PSAT in formation at registration. We will having all 8th graders take the PSAT 8/9. Students will all have a College Board account to see their results and have access to the myriad of resources available to prepare students for the SAT/ACT. We will be delivering parent information on social media and as face to face events are permitted.

We will be restructuring our Academic Support Program to provide more support and resources to students and parents.

We will implement research based SEL curriculum to provide targeted instruction to help provide mental health information. Examples include Lion's Quest SEL materials, and our "Wellness Wednesday's" with content to be delivered by our classroom teachers.

Teachers will adapt classroom activities as safety allows to return to the collaborative, student centered classrooms that we had prior to COVID. The Youth Truth survey did indicate prior to COVID that this was a positive experience for the majority of our students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The school engages families, students. and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

Teachers communicate high expectations for all students (e.g., "All students are college material").

Teachers in PLCS's and the MTSS team meet weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and What needs to be done. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.

Leaders demonstrate how those beliefs manifest in the school building. For example: •Collaborative planning is solutions-oriented and based in disaggregated data • Student work is displayed throughout school • All students are enrolled in college- and career-ready prep curriculum . The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$19,804.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1101 - John F. Kennedy Middle School			$19,804.00
					Total:	$19,804.00