Miami-Dade County Public Schools

John F. Kennedy Middle School

2021-22 Schoolwide Improvement Plan

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John F. Kennedy Middle School

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

http://jfk.dadeschools.net

Demographics

Principal: Alicia Costa Devito M

Start Date for this Principal: 6/21/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (55%) 2016-17: C (53%)
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 Dade 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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1075 NE 167TH ST, North Miami Beach, FL 33162

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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 6-8	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

School Board Approval

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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.

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.

Provide the school's vision statement.

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

School 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
Taylor, Pamela	Assistant Principal	Oversee curriculum , Master Schedule, all content areas , testing , Title 1 , ESE, ESOL, SIP, EESAC, Security
Costa DeVito, Alicia	Principal	The principal conducts data chats with the faculty; the principal reviews, discusses and disseminates data to the faculty and stakeholders. The principal oversees all personnel at the school site and works collaboratively with the community and all stakeholders. She is oversees the writing and implementation of the SIP.
Johnson, Tiaquana	Teacher, K-12	Science Teacher and Department Chairperson.; organizes and conducts department meetings. The department chair shares data with the department works collaboratively with the teachers to complete all unit and topic tests utilizing data driven teaching. She overs sees the disbursement of materials and resources to science teachers. The department chair serves as the liaison for the department to the administration.
evoy, david	Teacher, K-12	Mr. Evoy is an ELA teacher and team leader; as the team leader for 7th grade magnet, Mr. Evoy oversees activities, field trips , orientations, and assemblies for for the 7th grade. Mr. Evoy organizes and conducts team meetings with all seventh grade teachers on a weekly basis with parent meetings scheduled weekly .
hamilton, imaculata	Teacher, K-12	Social Studies Teacher and Team Leader: As the team leader for 7th grade magnet, Ms. Hamilton oversees activities, field trips , orientations, and assemblies for for the 7th grade. Ms. Hamilton organizes and conducts team meetings with all seventh grade teachers on a weekly basis with parent meetings scheduled weekly .
Cabrera, Doreen	Magnet Coordinator	Magnet Lead Teacher and Test Chairperson, oversees ESOL : Ms. Cabrera oversees recruiting for the Magnet, assists with Magnet student schedule changes , assists magnet teachers , organizes Magnet events ; organizes all ESOL testing, follows ESOL procedures and LEP committee meetings
Claude, Edwyn	Other	Serves as Math Department Chair and is the liaison for math teachers and administration. He conducts department meetings, reviews data , discusses assessments, shares information from math icad meetings. The department chair creates the department meeting agendas and supports math teachers with curriculum , books, technology and resources.

Demographic Information

Principal start date
Sunday 6/21/2020, Alicia Costa Devito M

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.*

27

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.*

11

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

1,144

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

11

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

0

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	412	416	340	0	0	0	0	1168
Attendance below 90 percent	0	0	0	0	0	0	91	83	50	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	18	4	17	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	47	49	25	0	0	0	0	121
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	60	52	0	0	0	0	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	38	70	0	0	0	0	158
Number of students with a substantial reading deficiency	0	0	0	0	0	0	139	146	174	0	0	0	0	459
	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	75	68	72	0	0	0	0	215

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	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	4	6	5	0	0	0	0	15

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	412	416	340	0	0	0	0	1168
Attendance below 90 percent	0	0	0	0	0	0	91	83	50	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	18	4	17	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	47	49	25	0	0	0	0	121
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	60	52	0	0	0	0	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	38	70	0	0	0	0	158

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	4	6	5	0	0	0	0	15

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				56%	58%	54%	55%	56%	53%
ELA Learning Gains				55%	58%	54%	54%	56%	54%
ELA Lowest 25th Percentile				43%	52%	47%	39%	52%	47%
Math Achievement				51%	58%	58%	54%	56%	58%
Math Learning Gains				40%	56%	57%	49%	56%	57%
Math Lowest 25th Percentile				34%	54%	51%	36%	55%	51%
Science Achievement				59%	52%	51%	54%	52%	52%
Social Studies Achievement				75%	74%	72%	72%	73%	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**
06	2021					
	2019	55%	58%	-3%	54%	1%
Cohort Comparison						
07	2021					
	2019	51%	56%	-5%	52%	-1%
Cohort Comparison		-55%				
08	2021					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-51%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	50%	58%	-8%	55%	-5%
Cohort Comparison						
07	2021					
	2019	41%	53%	-12%	54%	-13%
Cohort Comparison		-50%				
08	2021					
	2019	10%	40%	-30%	46%	-36%
Cohort Comparison		-41%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	40%	43%	-3%	48%	-8%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	94%	68%	26%	67%	27%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	71%	73%	-2%	71%	0%

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	77%	63%	14%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	54%	36%	57%	33%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools for Grades 6-8 were used to compile the below iReady data; AP1 for Fall, AP2 for WInter, and AP3 for Spring. The progress monitoring tool used for Grades 6-8 science and social studies data, Performance Matters for Mid-year assessments winter.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.7%	50.0%	54.9%
	Economically Disadvantaged	44.8%	49.4%	53.0%
	Students With Disabilities	13.6%	9.1%	5.4%
	English Language Learners	10.6%	5.4%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.7%	53.6%	61.0%
	Economically Disadvantaged	42.9%	52.5%	60.5%
	Students With Disabilities	9.3%	6.8%	11.4%
	English Language Learners	4.7%	7.3%	13.3%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58.6%	56.8%	59.1%
	Economically Disadvantaged	58.4%	56.1%	58.4%
	Students With Disabilities	18.2%	9.5%	13.6%
	English Language Learners	11.1%	8.3%	19.4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.0%%	60.3%	65.4%
	Economically Disadvantaged	48.4%	60.0%	64.4%
	Students With Disabilities	9.1%	8.7%	22.2%
	English Language Learners	11.8%	13.9%	28.1%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	63.0%	0
	Economically Disadvantaged	0	63.0%	0
	Students With Disabilities	0	25.0%	0
	English Language Learners	0	24.0%	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.1.%	48.3%	56.6%
	Economically Disadvantaged	50.2%	47.5%	54.5%
	Students With Disabilities	22.2%	22.2%	30.8%
	English Language Learners	10.7%	3.63%	23.1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.8%	44.9%	53.4%
	Economically Disadvantaged	38.5%	44.1%	53.9%
	Students With Disabilities	10.5%	12.5%	21.4%
	English Language Learners	3.8%	10.7%	26.9%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	31.0%	0
	Economically Disadvantaged	0	30.0%	0
	Students With Disabilities	0	25.0%	0
	English Language Learners	0	8.0%	0

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	34	31	16	29	33	24	26	48			
ELL	39	44	35	34	31	34	32	60	61		
ASN	71	62		76	47		73	75	87		
BLK	56	49	28	47	29	18	56	66	72		
HSP	58	50	32	49	37	39	65	78	78		
MUL	77	77		83	33						
WHT	68	56		65	58						
FRL	55	48	28	48	31	23	57	70	74		
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	26	39	25	31	35	31	28	45			
ELL	31	46	41	27	34	37	24	55	63		

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	77	66		83	52		75	92	92		
BLK	54	54	42	49	39	33	54	73	78		
HSP	60	58	49	51	42	38	68	77	82		
MUL	42	42		42	8						
WHT	61	53		60	38		79		85		
FRL	55	55	43	49	39	34	56	74	78		

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	13	30	29	17	41	36	23	26			
ELL	18	39	36	22	30	26	11	37			
ASN	71	61		74	62		60	91			
BLK	53	53	37	51	47	33	51	68	84		
HSP	59	55	38	56	53	44	59	85	81		
MUL	46	58		36	36						
WHT	70	69		73	63			82	100		
FRL	53	53	39	52	48	37	52	71	84		

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	48
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	38
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	10
Percent Tested	97%

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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	70
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	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
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	68
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	62
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?

2019 data findings: The findings for the state assessment in 2019 showed ELA Grade 6 55 percent compared to the district at 58 percent. The 2019 data showed a 1% increase compared to similar schools throughout the state. Math 2019 data for grades 6 through 8 resulted in a decrease. Grade 8 having the highest percentage loss. Algebra EOC showed 77 percent proficiency and Geometry 90 percent proficiency. The 2019 Grade 8 Science negative 3 percent behind the district average. According to 2019, state assessment data science made 16 percent gain, and 2019 Biology EOC results showed the school at 94 percent proficiency compared to the district at 68 percent. Two sub-groups are below the 41% threshold, multicultural and students with disabilities. Students with disabilities are at 33% threshold and Multiracial students are at 34% threshold according to the Federal Index. The 2021 school data depicted a 1% increase in language arts from 2019 and from 53%to 54% proficiency. Civics dropped from 71% in 2019 to 66% in 2021, which is 2 % lower than in 2018 where civics proficiency was 68%.Math proficiency decreased 3% in 2021 from 38% to 35%. In 2019 algebra was 77% and 72% in 2021. Geometry declined 2% in 2021 from 90% to 88%. Science increased 3% to 43% in 2021 from 40% in 2019. The 2021 data trend demonstrates 2 content area increases , while the areas which there is a decrease in proficiency is minor when taking into consideration the pandemic year.

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

2019 data findings: Math remains an area that needs support. Progress monitoring for grade 8 resulting 38.8 percent on AP1, 44.9 percent on AP2, and 53.4 percent AP3. Based on the 2019 state assessment, math grade 8 remains an area needing support with only 10 percent proficiency. Grades 6 through 8 resulted in a large decrease compared to similar schools statewide. Grade 8 having the highest percentage loss.

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

Math teachers lacked familiarity and exposure to the new math platform implemented in the 2018-2019 school year resulting in decreases in math proficiency. The actions taken to address this need for improvement were teachers were provided with professional development on the new math platform. The administration hired a math coach to guide teachers in their instructional planning. This school year, Teachers were strategically placed as well as strategic placement of students in math classes. We created numerous sections of Intensive math classes to support our lowest 25% and "bubble" students, who are level 2 students aiming for learning gains and proficiency.

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

According to the 2019 progress monitoring, Civics had the highest level of proficiency of 68 percent (although a drop in the level of overall proficiency). The 2018 state assessment data showed Science at 26 percent, increasing to 40 percent in 2019. According to 2019, state assessment data science made 16 percent gain, and Biology EOC results showed the school at 94 percent proficiency compared to the district at 68 percent.

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

Science and Civics improvements were attributed to strategic standard aligned based instructional planning with supplementary resources such as political cartoons, Ed-puzzles, and the utilization of Edgenuity and Study Island. In addition, the school's new actions in Civics included the implementation of a leadership success academy, data-driven instruction, and data chats based on performance matters data—the use of CER strategies and ongoing department and grade-level collaboration.

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

Rigorous and targeted instruction based on data. A focus on providing an esthetically appealing environment to improve student engagement. Implementation of technology programs used in the classroom Edgenuity, Study Island, Gizmo, EdPuzzle. Professional development opportunities for faculty to continue to enhance their strategies to engage students while targeting and differentiating instruction. Teachers additionally will continue to attend Pd opportunities concerning the new standards (Language Arts, Reading, ESOL).

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.

District and school-based professional development in the following areas: targeted instruction based on data, including interpreting data from various platforms, student engagement, and providing rigorous and engaging lessons.PDs will include Power BI and Performance Matters. We will also collaboratively review the new standards and ensure understanding of those standards and the awareness of implementing specific strategies that will target areas of improvement in all content areas.

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

We plan to continually expand our partnerships and enhance the level of stakeholder involvement in all areas. For example, after-school programs such as tutoring, parental involvement, sports, and STEM will continually be reviewed and expanded as needed. In addition, the student services department will identify students in need of particular services such as mentoring programs, mental health services, social-emotional learning, field trips, and community events.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	According FSA comparison data, over the the last three years the ELA proficiency results were stagnant . In 2018 the results were 54 percent ; 2019 the results were 55 percent; and 2021 the results were 54 %. Instructional practice was identified as the area of focus to provide targeted instruction while focusing on specific item specification. Teachers will carefully review student data from the previous year in order to target specific areas in need of support and develop instruction which is not only data driven, but hands on and engaging. The 2021 FSA ELA data showed a 1% increase in proficiency from 53% to 54% proficient. Math declined 3% from 38% to 35% proficiency in 2021. This is a minor decline when considering the pandemic year and engagement issues predominantly with on line students. Science increased 3% according to 2021 data from 40% proficiency in 2019 to 43% in 2021.
Measurable Outcome:	Achievement scores for ELA students will increase by 1 to 2 levels from the previous 2021 school year. Each targeted student that lacks proficiency in specific content areas attaining a scale score of (140 -202), level 1- 2 below proficiency will be monitored throughout the school year with unit assessments, quarterly assessments and district assessments. FSA scores will have minimum of a 5% increase in proficiency throughout all content areas for ELA.
Monitoring:	Consistent walk throughs by administration, quarterly data chats with the leadership team. Administrators will conduct iReady data chats with ELA instructors. ELA teachers will continually adjust to their lesson plans and instructional delivery as new data becomes available.
Person responsible for monitoring outcome:	Pamela Taylor (pamelataylor@dadeschools.net)
Evidence-based Strategy:	Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.
Rationale for Evidence-based Strategy:	The rationale for the Evidence-based strategy used, is to improve student data and hold teachers accountable for instructional delivery and engagement. Student achievement data will drive instruction. The usage of these strategies will improve measurable outcomes for all students.

Action Steps to Implement

Based on our data review, our school's area of focus will be Standard Aligned Instruction. Teachers will provide the scaffolding necessary for low performing students (L25 subgroup) in order to make learning gains and move toward proficiency.

Step 1: Administration will monitor to ensure collaborative planning takes place. Resources will be provided and monitoring will include ensuring that lessons, strategies and assessments are aligned to state standards.

Department chairs will have access and be expected to review data continuously with their teachers and students. As a result of this action step administration can verify with fidelity that teachers are utilizing collaboratively planning and creating lesson plans which depict standard align instruction. This action step will be implemented from 8/28/21-10/11/21.

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

Based on our data review, our school's area of instruction will be standard aligned instruction, ELA instructors will implement effective question and response techniques. Continuous scaffolding necessary for low performing students (L25 subgroup) in order to make learning gains and move toward proficiency. Step 2: Administration will ensure that student engagement is taking place by conducting quarterly data chats and that data driven instruction is being implemented. Recent and aligned data will be used to tailor instruction to student needs and adjust instruction, lesson plans and instructional delivery as new data becomes available. As a result of this action step, administration will be able to verify the activities and discussion points are included in lesson plans and relate to standard aligned instruction are tailored to promote student engagement. This action step will be implemented from 8/28/21-10/11/21.

Person Responsible   Pamela Taylor (pamelataylor@dadeschools.net)

Based on our data review, our school's area of focus will be standard aligned instruction, instructors will use evidence based strategies which and or not limited to guided practice and checking for understanding, and differentiated instruction through student grouping. The use of these strategies are necessary for low performing students (L25 subgroup) to make learning gains and move toward proficiency.
Step 3: Administration will conduct ongoing walk throughs to ensure that evidence-based strategies are implemented by teachers. As a result of this action step, administration will consistently and continuously be aware as the implementation of strategies as aforementioned. This action step will be implemented from 8/28/21-10/11/21.

Person Responsible   Pamela Taylor (pamelataylor@dadeschools.net)

Based on our data review the teachers will be encouraged to implement differentiated instruction to target the sub groups which are under under the 41% threshold (bi-racial and ESE) in order to assist in closing the learning gap. Step. 4 The administration will provide time for team and department meetings to review data, plan collaboratively and develop engaging instruction which targets the sub groups in need of additional support. As a result of this step the teachers will continue to remain accountable for the planning , and implementation of target group lesson planning. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

Based on our classroom walk throughs and observations we will model engagement strategies for implementing standards based curriculum. We we utilize those tools and strategies when we present information to the faculty. We will present in a manner which emulates the engagement tools and strategies expected while delivery of standards based information so the information is comprehended and students remain alert and engaged, in order to promote student success. We expect to see increased collaboration regarding engagement hence a more positive tone and fewer discipline issues. November 1, 2021 - December 17, 2021.

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

Based on data and administrative walkthroughs we created a JFK Administrative team page inclusive of strategies and tools to increase student engagement. We will continuously work with the faculty to share best practices and ideas as they relate to engagement in order to promote student success. The creation of this TEAM page provided a centralized platform to enable teachers to share and acquire ideas to utilize these strategies to implement a data driven, standard aligned curriculum while maintaining engagement. Action steps will take place November1,2021- December 17,2021.

Person Responsible   Pamela Taylor (pamelataylor@dadeschools.net)

We will work collaboratively with the Curriculum Support Specialist assigned to our school to support civics. We support the teachers by working with the CSS in reviewing the standards and item specs as well as the multitude of resources available through curriculum resources. Due to the implementation of this action step we expect to see increased student achievement through standards aligned curriculum and targeted items based on data and data chats. Action steps will take place between November 1-December 17, 2021.

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

The implementation of an experienced reading interventionist strategically placed to conduct push in and pull out support in all Intensive reading classes as well as all ESOL developmental classes. Our Interventionist will also work with the teachers to support curriculum based decisions based on standard aligned curriculum and data driven instruction. The action step will take place between January 31 - April 29

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

We will place additional focus school -wide inclusive of elective teachers on iReady usage and the familiarity of AP1 and AP 2 findings. The elective teachers will be further encouraged to support the school grade and assist with iReday usage, the school wide writing plan and CER in all courses. This action step will take place between 1/31/22- 4/29/22

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

#2. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Based on the data from the climate survey 2021, and the SIP survey and review of the Core Leadership Competencies, our area of focus will be Targeted Element of Instructional Leadership Team.
Measurable Outcome:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategies of: Involving all stakeholders in overall decision-making process. An increase of 5% in all accountability areas is necessary in order to maintain and or raise our school grade.
Monitoring:	The Leadership Team will select specific staff members who are experts in their content areas, who will serve as leaders with new initiatives and development. We expect that these initiative will result in an environment of shared leadership and contribute to more stakeholders being accountable and having true ownership in test scores and student performance.
Person responsible for monitoring outcome:	Alicia Costa DeVito (adevito@dadeschools.net)
Evidence-based Strategy:	Generating Momentum to Accomplish School and Community Goals is an alignment of team and individual effort. Pathways must be provided to equip others with the right tools for success. Excelling in this area requires enhancing individual performance through professional development, tapping into individual strengths by identifying critical members of the team to harness input, and promoting a common bond and on-going communication so that goals are attainable.
Rationale for Evidence-based Strategy:	In reviewing the 2019-2020 school climate survey it was reflected that teachers felt that they wanted to be a part the decision making process along with other community stakeholders. Many teachers shared their desire to have leadership roles within their grade level teams and content area departments.

Action Steps to Implement

To address the Area of Focus Managing accountability systems
Step 1. The Leadership team remains visible to all stakeholders. The Leadership team will conduct walk throughs and meeting with stakeholders. The leadership team will be present and for EESAC, and PTSA meetings, as well as school activities , sporting events and social events. As a result of this step, the the leadership team will remain visible to all stake holders. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible	Alicia Costa DeVito (adevito@dadeschools.net)

To address the Area of Focus Managing accountability systems
Step 2. Administration will have an open door policy at school-site faculty and staff are aware that the administration is present and available. As a result of this step, the faculty will be aware that the administration is available and accessible. This action step will be implemented from 8/28/21-10/11/21.

Person Responsible	Alicia Costa DeVito (adevito@dadeschools.net)

To address the Area of Focus Managing accountability systems
Step 3. Administration will create and conduct climate surveys for both teachers and students in effort to

continuously monitor attendance, safety, and social and emotional well- being of staff and students. As a reult of this step, the administration will consistently have a pulse on the overall school climate and will be able to pivot if needed to address any negative changes or shifts in morale. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible Pamela Taylor (pamelataylor@dadeschools.net)

To address the area of focus, managing accountability systems, the administration will continue to have monthly leadership meetings with department chairs, team leaders , the magnet lead teacher and the SCSI teacher in order to allow for teachers to have a voice and ownership in all facets of student learning and student activities. As a result 0f this step, a diversity of teacher leaders will have ownership and input consistently and continuously. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible Pamela Taylor (pamelataylor@dadeschools.net)

The leadership team will share and discuss possible student initiatives with grade level teams. We will work collaboratively with the teams and team leaders in order to implement and coordinate initiatives throughout each grade level . As a result of this action step the students are more incentivized to focus on conduct as well as a academics in order to receive rewards.
This action step will be implemented November 1,2021- December 17,2021.

Person Responsible Pamela Taylor (pamelataylor@dadeschools.net)

The Leadership team will collaboratively work with the department chairs in order to create and implement schoolwide initiatives. The leadership team will begin working with the language Arts department Chair in order to re-create and adjust a school wide writing plan. As a result of this action step the students will benefit from the implementation of school wide initiatives which will support academic gains. This action step will be implemented from November 1, 2021- December 17, 2021.

Person Responsible Pamela Taylor (pamelataylor@dadeschools.net)

Increased, documented efforts by the CLS to encourage community support as well as additional support from the parent community. This step will take place between January 31- April 29, 2022

Person Responsible Shawana Ledgister- Joseph (sledgister-joseph@dadeschools.net)

the leadership team will continue to provide individualized support to new teachers and additional support to teachers based on data chats, This activity will take place between January 31- April 29 , 2022

Person Responsible Alicia Costa DeVito (adevito@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	The area of focus for culture and environment specifically relating to social emotional learning is based on the data form the climate survey 2021. 38%of students are neutral about the adults at JFK caring about them as individuals. In addition ,48%of students feel that the school is safe. This is a critical need to address as less then half of the students (who responded to the survey) feel cared for by adults at the school and or safe.
Measurable Outcome:	The outcome will be measured by the frequency of the RJP meetings and circles, the decreased number of behavioral referrals, changes in conduct grades, change in climate survey responses from year to year. Through these efforts, communication will be prevalent among stakeholders.
Monitoring:	The area of focus will be monitored with the initial SCSI list, EWS report , RJP circle logs, SIP climate surveys , mid year surveys, behavior referrals and communication with the counselors.
Person responsible for monitoring outcome:	Alicia Costa DeVito (adevito@dadeschools.net)
Evidence-based Strategy:	Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).
Rationale for Evidence-based Strategy:	If we implement and effectively apply the knowledge , attitudes and skills necessary to understand and manage emotions, set and achieve positive goals ,feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions; we will improve the overall school culture while utilizing tools and strategies for social emotional learning,

Action Steps to Implement

Step 1- Re-Introduce the strategy to faculty and staff and discuss procedures for implementation. Mindfulness, Restorative Justice Practices (RJP), Social Emotional Learning (SEL), to all Faculty and Stakeholders. As a result of this step all stake holders will be aware of the availability and accessibility of the RJP coordinator, trust counselor and district mental health counselors assigned to our school. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible	Alicia Costa DeVito (adevito@dadeschools.net)

Step 2- Implement (SEL) strategies daily, weekly, and monthly through classroom routines, activities, and morning announcements. As a result of this implementation the SEL restorative justices practices and mindfulness activities will become a part of the culture and lead to more positive changes ; while impacting all stakeholders. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible	Alicia Costa DeVito (adevito@dadeschools.net)

Step 3 : We strategically offer SEL course opportunities for all students for the 2021-2022 school year. The course coincides with the culture and environment as it relates to Social Emotional Learning (SEL). The teachers may create and implement supplemental lessons in conjunction with the SEL curriculum found in curriculum resources. As a result of this step, students will have the opportunity to gain tools and strategies from the Edge curriculum. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible Pamela Taylor (pamelataylor@dadeschools.net)

Step 4: During the 2021-2022 school year, we will implement additional team building and social activities for all stake holders in an attempt to build capacity and unity within the school community. As a result of this action step. all stakeholders will have additional opportunity to collaborate and communicate for the betterment of the school community, This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible Alicia Costa DeVito (adevito@dadeschools.net)

We will offer professional development opportunities to the faculty and staff as needed to support emotional well being (mindfulness). The offerings will also be presented in a manner which in turn will provide tools and strategies the teachers may utilize to support the students. as a result of this action step the staff will benefit from increased information, tools and strategies to promote self care for staff and students. This action step will be implemented from November1 -2021- December 17,2021.

Person Responsible Pamela Taylor (pamelataylor@dadeschools.net)

The leadership Team will create an action plan when necessitated by student behavior and or faculty and staff feedback. Based on quarter 1 administrative observation and increased referrals from previous years we are conducting grade level assemblies when needed to meet with the students with the counselors, SRO, administration and grade level counselors. we will reiterate the academic and behavioral expectations , reiterating the Student code of Conduct and the potential impact of students who have infractions participating in schoolwide or grade level activities. As a result of this action step, we will work together as a school community in order to redirect negative behaviors and or poor academic efforts . This action step will be implemented day one of quarter 2, November 1, 2021 through December 17, 2021

Person Responsible Alicia Costa DeVito (adevito@dadeschools.net)

We will offer SEL strategies to faculty, parents and students at the school site outside of school hours . This action step will be implemented between January 31- April 29, 2022.

Person Responsible Alicia Costa DeVito (adevito@dadeschools.net)

Laptops were provided to SCSI to streamline continuity in classes and restructuring of SCSI will be implemented. This action step will take place from January 31-April 29, 2022.

Person Responsible Alicia Costa DeVito (adevito@dadeschools.net)

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	The need for student engagement became blatantly evident based on the formal and informal assessment scores of the on-line students. The progress monitoring data depicted data that clearly lacked validity with inflated scores predominantly from on-line students. Math scores declined 3% according to 2021 data from 38% to 35% proficiency. Language Arts increased 1% from 53% proficiency in 2019 to 54% in 2021.
Measurable Outcome:	The school expects to see an increase of 5% in all tested areas. this is a viable target based on prior data and with the elimination of on-line learning (over half our population). The introduction of intensive math classes which the main area in need of support will have 6 intensive math sections (formerly 0) and targeted instruction with strategic placement of students and faculty.
Monitoring:	Teacher leaders (department chairs) will have access to data platforms to monitor and share data and assist in implementing strategies for data driven instruction. The administration will continue to walk through and verify engagement, rigor and instructional focus. In person meetings will take place with departments bi-weekly and the administration and leadership team monthly,
Person responsible for monitoring outcome:	Alicia Costa DeVito (adevito@dadeschools.net)
Evidence-based Strategy:	Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.
Rationale for Evidence-based Strategy:	The past school year depicted a clear indication on the importance of face to face learning and the need for students to remain engaged and present . As previously stated both formal and formal assessment data depicted learning loss by multiple sub groups as well as in math , social studies and biology,

Action Steps to Implement

Step 1: Administration will monitor to ensure collaborative planning takes place. Iready – Math and Language Arts – Monitored weekly for 7 hours per week. Resources will be provided and monitoring will include ensuring that lessons, strategies and assessments are aligned to state standards. As a result of this statement, consistent monitoring by administration will help to ensure implementation with fidelity. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible	Alicia Costa DeVito (adevito@dadeschools.net)

Step 2- A more tailored instruction to student needs and adjustment in instruction, lesson plans and instructional delivery as new data becomes available. Department chairs are suggested to review current data on Performance matters, and or iready data on regular basis during department meetings. Collaborative lesson planning will occur coinciding with the data and standards while implementing activities and student centered earning to maintain engagement. As a result of this step all students will be more focused on their instructional needs leading to increased engagement. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible	Alicia Costa DeVito (adevito@dadeschools.net)

Step 3: In alignment with student engagement, teachers will make every effort to differentiate instruction utilizing multiple modalities. Teachers will group students and differentiate to ensure students educational equity through instruction which matches the students' readiness level and ability. As a result of this action step, students who are in the lower performing subgroups (according to the data) as well as students in the L25% will have the opportunity to learn effectively. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

Step 4:If teachers create student centered lessons, students are more actively engaged . With over 1/2 of our students learning on line during the 2020-2021 school year, the difficulty in engaging students on line was evident to all stakeholders and depicted in assessment data. hand on learning will be utilize to convey lessons, engage students and promote understanding of concepts and ideas. As a result of this step, scores and comprehension of concepts and ideas will improve as assessed on intermittent formal and informal assessments. This action step will be implemented from 8/28/21-10/11/21 .

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

The Leadership Team will organize teachers in small groups and ask teachers to collaborate to come up with a diversity of engagement techniques in which they have found effective. The teachers will share (actively involved) so teachers can clarify strategies and have an opportunity to ask questions in order tp ensure understanding in which teachers may implement strategies with fidelity, As a result of this action step the teachers will share ideas, tools and strategies in order for more teachers to create engaging lessons which have proven to increase student engagement. The action step will be implemented from November1 , 2021- December 17, 2021.

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

The leadership team will post ideas for increased student engagement on the Admin. TEAMS page. The teachers will be able to utilize this TEAM as a resource to obtain information as it relates to a diversity of pertinent areas including engagement. As a result of this action step, the teachers have an additional resource in order to quickly find resources. This will enable teachers to implement lessons in a more engaging manner. This action step will be implemented from November 1, 2021- December 17,2021.

Person Responsible   Pamela Taylor (pamelataylor@dadeschools.net)

Based on the Mid Year school Climate survey we need to increase student engagement by providing resources and incentive opportunities to teachers which will assist with Student engagement. This step will be implemented from January 31-April 29 2022.

Person Responsible   Alicia Costa DeVito (adevito@dadeschools.net)

The leadership team will continue to encourage student- centered projects and hands on on activities. Small groups and differentiated instruction with interactive activities will lead to increased engagement. This activity will take place January 31-April 29, 2022.

Person Responsible   Irlande Cole (ipcole@dadeschools.net)

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.

John F Kennedy was rated 101 out of 553 middle/junior school statewide for incidents per 100 students. When comparing discipline data across the state, showed John F Kennedy as depicting a small number of students who received a suspension from 2019-2020. Rated very low for Drug/Public Order Incidents at 155 out of 533 and violent incidents at 116 out of 533 (very few incidents reported),but higher in Property Incidents at 447 out of 533.

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.

At John F. Kennedy Middle School our strengths within School Culture are in the Support, Care and Connections we provide to all stakeholders. We maintain ongoing communication with stakeholders while providing opportunities to interact and share ideas. During the 2020-2021 school year we met with parents and students virtually for orientation meetings, informational sessions, recruitment events and school tours. Additionally, information was shared through school messenger and our school website. Drive through events took place for student recognition, text book distribution and for the distribution of healthy meals to JFK families and other community members. Lunch with the principal provided opportunities for students to meet and share ideas with students while recognizing student achievements. Additionally, 5000 Role Models and Future Ready provided student mentoring programs to all JFK students. Home visits from our Community Liaison Representative took places, as needed, for additional family support. Faculty and staff morale was supported by as the JFK administration has an open-door policy for meeting with faculty and staff including daily "coffee and conversation" in the main office. Additionally, appreciation events were ongoing in support of the faculty and staff such as teacher appreciation week lunches and fun events as well as morale boosting contests amongst faculty such as our annual door decorating contest.

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

All stakeholders will play an important role in promoting a positive culture and environment at the school. The leadership team will participate in the region review process, the EESAC committee will review and approve the school impovement process. The PTSA will collaborate and implement activities with the leadership team while promoting activities geared towards positive social emotional growth on a monthly basis.

Leadership will monitor the execution of all activities to ensure a high level of fidelity and conduct an impact review to gather qualitative data to inform all stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
		Total:	**$0.00**