

The School District of Palm Beach County

# John F. Kennedy Middle School



## 2022-23 Schoolwide Improvement Plan

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# John F. Kennedy Middle School

1901 AVENUE S, Riviera Beach, FL 33404

<https://jfk.m.palmbeachschools.org>

## Demographics

**Principal: Ricky Clark**

Start Date for this Principal: 6/6/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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* Native American Students* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (44%) 2018-19: D (40%) 2017-18: C (45%)
<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>	
<b>ESSA Status</b>	TSI
* 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 Palm Beach 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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## John F. Kennedy Middle School

1901 AVENUE S, Riviera Beach, FL 33404

<https://jfk.m.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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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 providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

John F. Kennedy Middle School envisions a dynamic, collaborative and multicultural community where education and lifelong learning are valued and supported. We are committed to helping our students reach their highest potential and succeed in the global economy.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Clark, Ricky	Principal	<p>The Principal will monitor and work with all staff listed to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mr. Clark must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Foushee, Monique	Assistant Principal	<p>As assistant Principal Mrs. Foushee is in charge of executing, overseeing and monitoring of English Language Arts/Reading instruction, Title 1, Accreditation, IB and NYU interns. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Petit-Homme, Rachelle	Assistant Principal	<p>As assistant Principal Ms. Petit- Homme oversees our Social Studies curriculum, SIP, testing, and 6th grade. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Nance, Timothy	Assistant Principal	<p>Mr. Nance oversees electives curriculum, school safety, and acceleration. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>



Name	Position Title	Job Duties and Responsibilities
Thompson, Mildred	Curriculum Resource Teacher	Mrs. Thompson supports our math department in data disaggregation, student academic engagement, and tutorials. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's.
Derico-Owen, Benita	Assistant Principal	As assistant Principal Dr. Derico- Owen supports Science in grades 6-8. In addition, she is over our SWPBS initiative and 8th grade students. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.

## Demographic Information

### Principal start date

Wednesday 6/6/2018, Ricky Clark

**Number of teachers with a 2022 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.*

2

**Number of teachers with a 2022 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.*

20

**Total number of teacher positions allocated to the school**

67

**Total number of students enrolled at the school**

890

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

14

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

15

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	323	247	254	0	0	0	0	824
Attendance below 90 percent	0	0	0	0	0	0	96	20	23	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	38	72	56	0	0	0	0	166
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	124	106	118	0	0	0	0	348
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	143	101	102	0	0	0	0	346
Number of students with a substantial reading deficiency	0	0	0	0	0	0	67	52	51	0	0	0	0	170

Using the table above, complete the table below with the number of students by current grade level who have 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	180	100	99	0	0	0	0	379

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	4	1	0	0	0	0	6

Date this data was collected or last updated

Monday 9/12/2022

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	272	283	248	0	0	0	0	803
Attendance below 90 percent	0	0	0	0	0	0	122	15	22	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	24	38	27	0	0	0	0	89
Course failure in ELA	0	0	0	0	0	0	3	70	61	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	2	24	25	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	111	166	127	0	0	0	0	404
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	132	147	135	0	0	0	0	414
Number of students with a substantial reading deficiency	0	0	0	0	0	0	104	103	102	0	0	0	0	309
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	194	190	183	0	0	0	0	567
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	192	153	102	0	0	0	0	447

**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	175	30	27	0	0	0	0	232

**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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	272	283	248	0	0	0	0	803
Attendance below 90 percent	0	0	0	0	0	0	122	15	22	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	24	38	27	0	0	0	0	89
Course failure in ELA	0	0	0	0	0	0	3	70	61	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	2	24	25	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	111	166	127	0	0	0	0	404
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	132	147	135	0	0	0	0	414
Number of students with a substantial reading deficiency	0	0	0	0	0	0	104	103	102	0	0	0	0	309
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	194	190	183	0	0	0	0	567
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	192	153	102	0	0	0	0	447

#### 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	175	30	27	0	0	0	0	232

#### 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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	53%	50%				25%	58%	54%
ELA Learning Gains	38%						39%	56%	54%
ELA Lowest 25th Percentile	31%						45%	49%	47%
Math Achievement	36%	35%	36%				27%	62%	58%
Math Learning Gains	51%						31%	60%	57%
Math Lowest 25th Percentile	52%						35%	53%	51%
Science Achievement	31%	56%	53%				11%	52%	51%
Social Studies Achievement	40%	64%	58%				60%	75%	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	2022					
	2019	29%	58%	-29%	54%	-25%
Cohort Comparison						
07	2022					
	2019	19%	53%	-34%	52%	-33%
Cohort Comparison		-29%				
08	2022					
	2019	24%	58%	-34%	56%	-32%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	26%	60%	-34%	55%	-29%
Cohort Comparison						
07	2022					
	2019	14%	35%	-21%	54%	-40%
Cohort Comparison		-26%				
08	2022					
	2019	13%	64%	-51%	46%	-33%
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	11%	51%	-40%	48%	-37%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	72%	-16%	71%	-15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	64%	19%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	30	24	15	36	38	6	22			
ELL	24	39	36	30	47	53	16	39	94		
AMI	27			45	60						
BLK	27	38	31	33	49	48	29	39	89		
HSP	31	39	29	42	56	62	28	45	89		
WHT	36			27							
FRL	28	38	31	35	50	51	29	40	87		
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	7	21	16	9	25	27		55			
ELL	26	38	30	29	30	38	14	73	94		
BLK	28	32	23	25	31	35	23	66	78		

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
HSP	31	39	30	36	31	31	25	75	89		
WHT	25			8							
FRL	28	34	25	29	30	33	23	69	80		
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	8	30	33	8	27	35		36			
ELL	20	44	45	23	31	44	9	44	80		
ASN	50	55		60	45						
BLK	24	37	41	25	31	33	11	63	89		
HSP	26	43	50	29	24	33	8	50	74		
MUL	30			40							
WHT	35	60		41	72						
FRL	25	40	45	27	30	35	11	60	88		

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	44
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

6th grade ELA 27% level 3+ from 29% 2019(-2%)  
 7th grade ELA 26% level 3+ from 28% 2019;(-2%)  
 8th grade ELA level 3+ from 28% 2019 to 32% 2022(+4)  
 6th grade Math level 3+ from 26% 2019 to 15% 2022(-9)  
 7th grade Math level 3+ from 14% 2019 to 22% 2022(+8)  
 8th grade Math level 3+ from 13% 2019 to 48% 2022(+35)  
 Civics level 3+ from 60% 2019 to 40% 2022(-20)  
 Science level 3+ from 11% 2019 to 31% 2022(+20)  
 Algebra 1 83% 2019 and 83% 2022

#### ELA

ELLs female FY19 8% FY22 17%(+9),males FY19 6% FY22 4%(-2)  
 SWDs females FY19 6% FY22 3%(-3),males FY19 6% FY22 9%(+3)  
 AA females FY19 19% FY22 37%(+10),males FY19 19% FY22 18%(-1)  
 HISPANIC females FY19 25% FY22 35%(+10),males FY19 25% FY22 25%

#### Math

ELLs female FY19 8% FY22 13%(+5),males FY19 8% FY22 14%(+6)  
 SWDs females FY19 11% FY22 12%(+1),males FY19 5% FY22 13%(+8)  
 AA females FY19 27% FY22 21%(-6),males FY19 41% FY22 25%(-16)  
 HISPANIC females FY19 27% FY22 44%(+17),males FY19 28% FY22 36%(+8)

#### CIVICS

ELLs female FY19 30% FY22 34%(-4),males FY19 25% FY22 15%(-10)  
 SWDs females FY19 33% FY22 0%(-33),males FY19 34% FY22 26%(-8)  
 AA females FY19 67% FY22 43%(-24),males FY19 53% FY22 33%(-20)  
 HISPANIC females FY19 44% FY22 45%(-1),males FY19 41% FY22 38%(-3)

#### SCIENCE

ELLs female FY19 6% FY22 12%(+6),males FY19 0% FY22 3%(+3)  
 SWDs females FY19 0% FY22 8%(+8),males FY19 0% FY22 4%(+4)  
 AA females FY19 15% FY22 38%(+23),males FY19 5% FY22 23%(+18)  
 HISPANIC females FY19 8% FY22 31%(+23),males FY19 17% FY22

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on this data trend our focus will be on all of our core areas; Civics, Science, and ELA. Specifically learning gains and achievement in grade 6 and grade 7 Civics in addition to focusing on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners.

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

During FY19 the school employed certified teachers, many were new and are still developing their instructional capacity. JFKMS replaced 22 positions during FY19. These positions were filled with new, inexperienced teachers. In addition, we had several teachers resign mid-year leaving those positions vacant and lacking certified teachers, resulting in other teachers adding the 6th period to their day of instruction. There also has been instability and inconsistency in terms of teachers staying with their classes for the whole year.

During FY. 20 and FY21, more than two-thirds of our students were virtual learners. In FY 22 we experienced a significant loss of instructional personnel in the core content, specifically in Civics.

We introduced in FY 21 our new instructional platforms; Peardeck, Smart Suite, engagement platforms HyperDoc, Google Classroom, and Google Meets to ensure all students were given equal opportunity to learn and be supported. During FY 22 the instructional platforms were implemented with fidelity and efficiency to ensure all students received differentiated instructional support.

In FY 23 we have determined there is a collective need to solidify students foundational knowledge across all core content areas through strategic professional development focusing on instructional strategies and student accountability for their own learning through use of benchmark based learning materials. In addition, Civics will emphasize on research projects in which students investigate and address issues on relevant topics.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

JFK's greatest improvements for FSA 22 and EOC's are;

8th grade ELA level 3 and above increased from 28% in 2019 to 32% in 2022 (+4)

8th grade Math level 3 and above increased from 13% in 2019 to 48% in 2022 (+35)

8th grade Science level 3 and above increased from 11% in 2019 to 31% in 2022 (+20)

Algebra 1 83% in 2019 and 83% in 2022; sustained

First year of Geometry proficiency was 89%

ELA achievement comparison of FSA19 to Winter Diagnostics FY22, we see an increase from 23% to 27%; +3%

Math achievement comparison of FSA19 to Winter Diagnostics we see an increase from 18% to 32%; +14%

Science achievement comparison of FSA 19 to Winter Diagnostics we see an increase from 11% to 27%; +17%

Civics achievement comparison of FSA 19 to Winter Diagnostics we see an increase from 56% to 61%; +5%

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

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small

groups based on student need. In addition, teachers sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs were implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning. Within science we implemented the use of PENDA, a computer based program that provided students with the foundational skills to ensure success with grade level content.

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

1. The ESSA Subgroups' academic improvement and achievement is emphasized and will be a priority to close achievement gaps. The teachers will organize the instructional to ensure whole group and small group differentiated instruction. Using grade-level instructional resources with the use of cognates within all content areas, providing students with appropriate accommodations to ensure learning success.
2. Reorganize personnel to truly support the ESSA subgroups; aligning content experts with our most needy students.
3. Increase student achievement in ELA and Math for all students through small group differentiated instruction and the properly planned use of technology and the accompanying resources to support student learning.
4. Utilize instructional coach, IGNITE demonstration teachers, and Single School Culture Coordinator (SSCC) to support all core content. The focus will be during PLCs to disaggregate data by the teacher and by content to ensure understanding of student learning. Instructional planning will focus on strategies and resources to reinforce critical thinking, reading, writing, and real-world experiences.
5. Infuse IB Principles in our daily instruction and school culture to support the acceleration of student learning.
6. As an IB world school the foundational skill that must be acquired is reading. Through this skill our students can decode complex reading passages, math questions, and scientific experiments utilizing high yielding strategies and key components to support comprehension of informational and literary text to formulate real-world ideas and concepts.

### **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.**

Professional development is an integral part of ensuring student success. At JFKMS we will focus PD on

1. Data disaggregation
2. Equity & Cultural responsiveness training
3. IB training
4. Differentiation in Instruction
5. Reading Initiative in Electives
6. New Teacher Orientation
7. Youth Mental Health First Aid (YMHFA)
8. Student foundational knowledge (supporting students with understanding the what and how)

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

1. Small Group Differentiated Instruction: Tutors support our students to enhance instruction. A strategic focus will be placed on utilizing the Gradual Release Model of Instruction specifically during whole group instruction. We want to ensure that our students are developing responsibility for their learning and independently implementing what they have learned.
2. Professional Development/Professional Learning Communities: Through our weekly PLC's we target PD by content area to ensure all teachers are learning not only from the content expert but each other. We will continue to provide individualized PD as needed based on data and observations.
3. Tutorials: We have strategically planned our tutorial camps to not only be content-specific but also ensured that the groups were small. We will offer tutorials after-school, Saturdays and during Winter and

Spring Break.

4. Instructional Coaching: Instructional Coaches continue to model, coach, and support teachers through weekly PLCs, Professional Development training and coaching is planned based on administrative observations and student data results.

5. Personalized, Online Learning: The instructional rotations have been developed to ensure the daily use of adaptive technology.

6. Implement progress monitoring data chats with students and parents.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

## #1. Instructional Practice specifically relating to Standards-aligned Instruction

If we focus on clear instructional practices to meet the needs of all students, then we will ensure a positive outcome of student learning. Our goal is to increase student proficiency rate to at least 40% with 60% learning gains. Our school-wide literacy plan focuses on establishing a single-school culture that fosters and infuses strong reading comprehension skills across all content areas.

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Currently, 60 percent of the instructional staff at JFK Middle School have less than 7 years of teaching experience. Their pedagogical knowledge is continually in development. Using diagnostic data, teachers that utilized effective instructional practices in the classroom saw positive increases in student achievement on their diagnostic assessments. As a result, training, planning, support, and coaching in instructional practices using data will be paramount in reaching our goals in English Language Arts.

We are a Comprehensive Support and Improvement by FDOE due to its School Grade History of two D's over the past three years of school grades ADD NEW SCHOOL GRADE. The gap between 2019 ELA Achievement (25%) and the District average (58%) is 33 percentage points. The gap between 2019 Math Achievement (27%) and the District average (62%) is 35%. Science Achievement declined from 28 percentage points to 11% in 2019, reflecting a gap with the District of 41%. ESSA: SWD (21%), Hispanic (37%), Multi-racial (35%), and ELLs (38%) do not meet the 41%

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our FY23 goal is to increase:  
29% to 40% of our students proficient in English on FSA,  
38% to 60% of our students making overall learning gains in English  
31% to 60% of our low 25% students making learning gains in English  
  
36% to 40% of our students proficient in Math ,  
51% to 60% of our students making overall learning gains in Math  
52% to 60% of our low 25% of our students making learning gains in Math  
  
31% to 45% of our students making level 3 or above in Science  
40% to 70% of our students making level 3 or above in Civics  
  
83% to 84% of our students making level 3 above on Algebra 1 EOC  
89% to 90% of our students making level 3 above on Geometry EOC

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

Our goal for all ESSA subgroups to increase 6%.  
  
Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At JFL Middle we strategically plan for a variety of monitoring techniques:  
Review of Lesson Plans,  
Data Analysis  
Classroom walks  
Student work samples/portfolio/binder reviews  
Student attendance  
Data Chats  
Formal Observations  
Professional Learning Communities attendance/participation

The monitoring will be supported by key members of the leadership team:  
 Assistant Principals support content and grade levels  
 Resource Teachers  
 IGNITE demonstration teachers  
 Single School Culture Coordinator (SSCC)  
 Math Coach  
 IB Magnet Coordinator

**Person responsible for monitoring outcome:**

Ricky Clark (ricky.clark@palmbeachschools.org)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

1. Small Group Differentiated Instruction: The school will utilize Out-of-System Tutors to provide strategic, differentiated instructional supports for high-needs learners.
2. Professional Development/Professional Learning Communities: Teachers will utilize collaborative planning and PLCs to engage in strategic, focused professional development, collaborative planning and data analysis to strengthen standards-based instruction.
3. Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day to provide additional targeted and strategic instruction.
4. Instructional Coaching: Instructional Coaches will model, coach, and support teachers during regular school day and extended day tutorials providing job-embedded professional development.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion learning (SEL) and promote character education, and promote rigor in alignment with IB.
1. Tutors support differentiation support through the small group rotational model of instruction, reteaching, remediation, and acceleration.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy.  
Describe the resources/ criteria used for selecting this strategy.**

2. Developing teachers' instructional expertise through PLCs ensure teachers implement data-informed instruction to accelerate student learning and mastery of the Florida standards.
3. Tutorials ensure students receive targeted, strategic instruction based on academic needs and are on target for high school readiness.
4. Coaching ensures instruction is strategic, data-driven, and effective in meeting students' differentiated needs and enhances teachers' instructional capacities.
5. Strategic curriculum resources support student mastery of the Florida B.E.S.T. standards.
6. International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who can create a peaceful world through intercultural understanding and respect.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

**Out of System Tutors:**

- a. The school will utilize Out of System Tutors in grades 6-8 to ensure small group differentiated instruction during the school day and extended day instruction.
- b. The school will identify students needing strategic support and create schedules.
- c. Tutors will be trained and supported to ensure students receive differentiated learning opportunities.
- d. Tutors will push into classrooms to provide differentiated instruction. Small group instruction will target level 1 and 2 students including ESSA sub-groups SWD, Hispanics, ELLs, and Multiracial.
- e. Student groups will be flexible based on data analysis and review.

**Person****Responsible**

Monique Foushee (monique.foushee@palmbeachschools.org)

**Professional Development/Professional Learning Communities:**

- a. Teachers will engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index.
- b. Coaches/IGNITE Demonstration Teachers will conduct content-specific PD's and PLCs to support teachers in teaching the Primary Standards using best practice instructional strategies while addressing foundational gaps through Secondary Standards and Skills. They will support Core teachers' instructional alignment of standards and best practices.
- d. PD will focus on instructional needs and building expertise for using the online learning platforms.
- e. Tutors and teachers will be provided professional development on the schoolwide reading and writing initiative.

**Person****Responsible**

Monique Foushee (monique.foushee@palmbeachschools.org)

**Tutorials:**

- a. Teachers will facilitate tutorials for high needs students beyond the regular school day before or after school, during vacation breaks, on Saturdays, and/or during the summer 2022.
- b. Students will be selected and grouped based on results from state and local assessments, specifically for the ESSA identified sub groups: SWD, Hispanics, ELLs, and Multiracial.
- c. Tutorials will focus on literacy across the content areas and student needs specific to each content area.
- d. Students will rotate among content experts.

**Person****Responsible**

Mildred Thompson (mildred.thompson@palmbeachschools.org)

**Instructional Coaching:**

- a. Instructional Coaches will provide support for teachers during PLCs, collaborative planning, tutorials, and through mentoring, common planning and modeling.
- b. Coaching will focus on intensive and strategic progress monitoring of targeted students (ESSA subgroups, L25), Instructional Staff with 0-3 years experience, and content areas with a substantial decline in student achievement, based on last year's drop in proficiency.
- c. Coaches will continually assess students' academic performance, quantify student improvement and responsiveness to instruction.
- d. Coaches will help teachers use data to evaluate the effectiveness of instruction.

**Person****Responsible**

Benita Derico-Owen (benita.derico-owen@palmbeachschools.org)

**Curriculum resources:**

- a. The school will purchase instructional resources to support student mastery of the Florida B.E.S.T.

standards, and all core contents.

b. Teachers will incorporate student data chats to ensure students understand their progress and challenges.

c. Teachers will conduct data chats with parents during parent engagement events to support parent's understanding of student progress/challenges.

d. During PLC's and collaborative planning teachers will receive mentoring and coaching towards the understanding of the standards and the use of the appropriate resources.

**Person**

**Responsible**

Monique Foushee (monique.foushee@palmbeachschools.org)

### **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

John F. Kennedy Middle School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring SWPBS through data and through the incorporating of CHAMPS, and IB lessons and resources.

JFK incorporates the International Baccalaureate program, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals. Science students are engaged in project based learning experiences and labs.

JFK has initiated a new School Wide Comprehensive Discipline intervention Plan to decrease the number of out-of-school suspensions and provide an alternative solution to address student behavior needs. The curriculum for Comprehensive Discipline intervention Plan known as the Alternative Learning Community (ALC) includes Restorative Justice facilitated by the Behavioral Specialist, instruction in reading and math provided by instructional staff during ALC, and a student reflection requirement submitted as an Exit Ticket.

In addition, JFK has initiated an School wide Comprehensive Attendance Intervention Plan. Four Guidance Counselors (1 for each grade level and one for ESOL program) monitor student attendance biweekly and initiate interventions after 3 consecutive absences or 4 per quarter. Interventions include 5 and 10 day letters for parents and, if needed, home visits.

Comprehensive Attendance and Behavior Intervention Plans to ensure students are high school ready. Comprehensive Attendance and Behavior Intervention Plans will decrease the number of out-of-school suspensions, provide restorative justice and ensure continued learning.

At JFK we strive to ensure that parents are highly involved with students learning. Parents are informed via call outs, social media, website. Parents become a part of the community through open house, parent information nights, sports events, data chats, extracurricular activities, and band performances. Monthly



SAC meetings are held in the media center monthly. SAC is an important part of the decision making regarding the development and execution of the school improvement plan. Parents and Community members are invited to be a part of the meetings and support the schools initiatives and plans towards school improvement.

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

The stakeholders to support the positive culture and environment are:

Teachers

BHP

Administration

Guidance

Parents

Students

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.