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John F. Kennedy Middle School

1901 AVENUE S, Riviera Beach, FL 33404

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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, IB and NYU interns. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. She will assist with eliminating barriers and distractions that interfere with effective teaching and learning. She will support the principal in building a culture of pride, trust, and respect. Furthermore, she will monitor the implementation of cultural competence, equity, and access within the instructional practices at the school center. Finally, she will monitor and improve 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, and 6th grade. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. She will assist with eliminating barriers and distractions that interfere with effective teaching and learning. She will support the principal in building a culture of pride, trust, and respect. She will monitor the implementation of cultural competence, equity, and access within the instructional practices at the school center. Finally, she will monitor and improve instruction by visiting classrooms to support and monitor instruction.</p>
Nance, Timothy	Assistant Principal	<p>Mr. Nance oversees the math curriculum, electives curriculum and school safety. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. He will assist with eliminating barriers and distractions that interfere with effective teaching and learning. He will support the principal in building a culture of pride, trust, and respect. He will monitor 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
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. She will assist with eliminating barriers and distractions that interfere with effective teaching and learning. She will support the principal in building a culture of pride, trust, and respect. She will monitor the implementation of cultural competence, equity, and access within the instructional practices at the school center. Finally she will monitor and improves instruction by visiting classrooms to support and monitor instruction.
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. She provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. She assist administration and the classroom teachers in the interpretation of student assessment data. In addition, she participates in professional development and shares the content with school staff. Finally, she participates in and facilitate weekly Professional Learning Communities or PLC's.
Jenkins, Wonda	Curriculum Resource Teacher	Ms. Jenkins supports our school in data disaggregation for math and Schoolwide Positive Behavior Systems (SWPBS). As the SWPBS leader she utilizes the district wide system to collaborate with teachers and administrators to develop reward systems for students while building a postive school culture. Additionally, she supports the intructional leadership team by analyzing school-wide math data. The analysis of this data assists in providing a world-class education with excellence and equity to empower each student to reach his or her highest potential.
Brown, Patreka	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs and guides teachers in tailoring instruction to meet the individual needs of students. Additionally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Teachers provided in depth knowledge of student needs to optimize classroom instruction that will facilitate the execution of our schools mission and vision. This feedback was provided utilizing several tools throughout the school year including but not limited to; the School District's Effectiveness Questionnaire (SEQ), Professional Learning Communities (PLC), Professional Development Days (PDD), School Advisory Council (SAC) meetings and Faculty Meetings.

School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. This individual provided input through school based team and faculty meetings.

The Administrative team which includes; Mr. Clark, Principal, Mrs. Foushee, Ms. Petit-Homme, Mr. Nance, and Dr. Derico-Owen Assistant Principals monitors and work with all staff members listed to ensure implementation of the Multi-Tiered System of Support (MTSS) and School Improvement Plan (SIP). The team oversees the execution and monitoring of all strategies and action steps towards the continuous improvement process at the school. This team guides and facilitates instruction with the use of best practices and school district recommended resources/materials. It is the team'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 pupil progression and career readiness. Finally, as an administrative team we reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.

The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. She participates in and facilitates weekly Professional Learning Communities or PLC's.

Guidance Counselors along with the English Language Learners Coordinator (ELL), and the Exceptional Student Education Coordinator (ESE) work in partnership with families and the District McKinney-Vento liaison to ensure that the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Through parent trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, ELL, ESE, SSCC and the administrative team.

Students are at the forefront of everything that we do. Therefore, their opinions are shared several times throughout the school year via; the school district's SEQ, student government, the National Junior Honor Society and SAC meetings.

SAC ensures the focus on school improvement through various meetings; where in school and out of school community members come together.

Community Partnership Schools(CPS) delivers the right services at the right time to help children and families through the most difficult times of their lives. This work is done by providing the resources necessary for healthy and whole children at the school center.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Study Sync, Imagine Learning, IXL Math, Khan Academy, FAST Progress Monitoring, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry. In addition we closely monitor the acceleration of all our students.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ELL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The single school culture on Academics, Behavior, Climate: Collaborative Planning Communities and PLCs occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, identify academic areas of need of further development, and create standards-based learning goals. Student work and student accommodations are reviewed and best practices are shared and analyzed during PLC's and Instructional Leadership Team meetings. Overall data, and next steps are shared at faculty meetings and School Advisory Council (SAC) meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Native American Students (AMI) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	34	39	45	118
One or more suspensions	0	0	0	0	0	0	139	59	90	288
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	14	12	37
Course failure in Math	0	0	0	0	0	0	18	9	32	59
Level 1 on statewide ELA assessment	0	0	0	0	0	0	186	110	161	457
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	63	110	302
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	208	157	172	537

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	163	89	145	397

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	96	20	23	139
One or more suspensions	0	0	0	0	0	0	38	72	56	166
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	124	106	118	348
Level 1 on statewide Math assessment	0	0	0	0	0	0	143	101	102	346
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	67	52	51	170

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	180	100	99	379

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	96	20	23	139
One or more suspensions	0	0	0	0	0	0	38	72	56	166
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	124	106	118	348
Level 1 on statewide Math assessment	0	0	0	0	0	0	143	101	102	346
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	67	52	51	170

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	180	100	99	379

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	51	49	29	53	50	29		
ELA Learning Gains				38			34		
ELA Lowest 25th Percentile				31			25		
Math Achievement*	35	59	56	36	35	36	29		
Math Learning Gains				51			31		
Math Lowest 25th Percentile				52			34		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	22	50	49	31	56	53	25		
Social Studies Achievement*	48	68	68	40	64	58	70		
Middle School Acceleration	68	76	73	88	52	49	82		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	35	37	40	42	85	76	30		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	233
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	4
ELL	32	Yes	1	
AMI	14	Yes	1	1
ASN				
BLK	38	Yes	1	
HSP	41			
MUL				
PAC				
WHT	37	Yes	2	
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	42			
AMI	44			
ASN				
BLK	42			
HSP	46			
MUL				
PAC				
WHT	32	Yes	1	
FRL	43			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			35			22	48	68			35
SWD	6			18			0	33			5	20
ELL	19			32			11	45	47		6	35
AMI	9			18							2	
ASN												
BLK	24			32			20	43	70		6	37
HSP	27			40			26	56	63		6	36
MUL												
PAC												
WHT	32			40							3	40
FRL	25			34			23	46	67		6	33

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	29	38	31	36	51	52	31	40	88			42
SWD	9	30	24	15	36	38	6	22				33
ELL	24	39	36	30	47	53	16	39	94			42
AMI	27			45	60							
ASN												
BLK	27	38	31	33	49	48	29	39	89			40
HSP	31	39	29	42	56	62	28	45	89			42
MUL												
PAC												
WHT	36			27								
FRL	28	38	31	35	50	51	29	40	87			42

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	29	34	25	29	31	34	25	70	82			30
SWD	7	21	16	9	25	27	0	55				24
ELL	26	38	30	29	30	38	14	73	94			30

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	28	32	23	25	31	35	23	66	78			41
HSP	31	39	30	36	31	31	25	75	89			26
MUL												
PAC												
WHT	25			8								
FRL	28	34	25	29	30	33	23	69	80			30

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	33%	48%	-15%	47%	-14%
08	2023 - Spring	21%	47%	-26%	47%	-26%
06	2023 - Spring	20%	45%	-25%	47%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	26%	54%	-28%	54%	-28%
07	2023 - Spring	38%	36%	2%	48%	-10%
08	2023 - Spring	38%	65%	-27%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	46%	-23%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	48%	21%	50%	19%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	65%	-17%	66%	-18%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our proficiency level 3 and above data shows the following comparisons

FAST(PM3)FY23 FSA FY22 FSA FY19
 ELA
 6th grade 20% 27% 29%
 7th grade 34% 26% 28%
 8th grade 21% 32% 28%
 WHITES 67% 25% 50%
 SWD 23% 7% 31%

MATH
 6th grade 26% 15% 26%
 7th grade 38% 22% 14%
 8th grade 38% 48% 13%
 WHITES 73% 26% 9%
 SWD 18% 8% 7%

CIVICS 47% 37% 60%
 WHITES 42% 30% N/A
 SWD 30% 13% 11%

SCIENCE 23% 31% 11%
 WHITES 13% N/A 0%
 SWD 0% 5% 0%

Algebra 69% 83% 83%
 WHITES 25% NA NA
 SWD 19% NA NA

Geo 100%
 WHITES 25% NA NA
 SWD N/A NA NA

Our lowest performance areas were in ELA 6th & 8th grade as well as 8th-grade science. The trend we are seeing is that as a school we are not performing over 40% proficiency which has been our consistent goal in all tested areas.

One contributing factor is that we transitioned from FSA to progress monitoring using FAST which contains multiple newly tested components with new standards. In these tested areas we had new teachers who were not familiar with the rigor of the standards and best practices.

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

FAST(PM3)FY23 FSA FY22 FSA FY19
 Algebra
 69% 83% 83%
 WHITES
 SWD

ELA
 6th grade 20% 27% 29%
 8th grade 21% 32% 28%

When looking at the data above we see the greatest decline in Algebra 1 & ELA. Contributing factors were teacher attendance, and a lack of substitute teachers to cover classes. Additionally, the substitutes that were acquired were not content proficient. Subsequently, we had new inexperienced teachers that could not adequately support student learning.

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

State School
 ELA
 6 47 24
 7 47 34
 8 47 21

Math
 6 54 26
 7 48 38

8 55 38

Algebra 54 69

Civics 66 47

One contributing factor is that we transitioned from FSA to progress monitoring using FAST which contains multiple newly tested components with new standards. In these tested areas we had new teachers who were not familiar with the rigor of the standards and best practices. Contributing factors were teacher attendance, and a lack of substitute teachers to cover classes. Additionally, the substitutes that were acquired were not content-proficient. Subsequently, we had new inexperienced teachers that could not adequately support student learning.

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

FAST(PM3)FY23 FSA FY22 FSA FY19

ELA

7th grade 34% 26% 28%

WHITES 67% 25% 50%

SWD 23% 7% 31%

MATH

6th grade 26% 15% 26%

7th grade 38% 22% 14%

WHITES 73% 26% 9%

SWD 18% 8% 7%

Math PLCs were consistent, focused, and strategic. We were able to retain experienced math teachers who collaborated to create engaging lessons that were relevant to the students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement.

The areas of concern that were identified based on our data are; course failure in English Language Arts (ELA) and the amount of Level 1's on statewide ELA assessment.

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

Our priority is to ensure achievement and growth for all our students, specifically ensuring learning gains & progress for ESSA sub groups. We will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support from teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review all student data and provide support as needed.

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 from the teacher- centered to the student- centered model. Then students will transitioned into small groups to deepen their knowledge of the benchmark/ standard. 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. Implement progress monitoring data chats with students and parents.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Focusing on clear instructional practices will allow our school to meet the needs of all students. Our goal is to increase our student proficiency rate in ELA and Math to at least 43% 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.

Currently, 60% of the instructional staff at JFKMS have less than 7 years of teaching experience; their pedagogical knowledge is in continuous development. Using diagnostic data and teachers that utilized effective instructional practices in the classroom provided 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 ELA.

FAST(PM3)FY23 FSA FY22 FSA FY19

ELA

6th grade 20% 27% 29%
 7th grade 34% 26% 28%
 8th grade 21% 32% 28%
 WHITES 67% 25% 50%
 SWD 23% 7% 31%

MATH

6th grade 26% 15% 26%
 7th grade 38% 22% 14%
 8th grade 38% 48% 13%
 WHITES 73% 26% 9%
 SWD 18% 8% 7%

CIVICS

47% 37% 60%
 WHITES 42% 30% N/A
 SWD 30% 13% 11%

SCIENCE

23% 31% 11%
 WHITES 13% N/A 0%
 SWD 0% 5% 0%

Algebra 69% 83% 83%
 WHITES 25% NA NA
 SWD 19% NA NA

Geo 100%
 WHITES 25% NA NA
 SWD N/A NA NA

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment with the District’s Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our

first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Measurable Outcome:

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

Student Learning:

Our goal is to achieve 43% overall proficiency in all tested areas while focusing on our most deficient subgroups, Whites & SWDs. We want to see them increase in all tested areas by 43%.

Teacher Practice:

By February of 2024, 50% of our teachers will effectively utilize the gradual release model of instruction, by ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

Coaching Outcome:

Our coaches will observe teachers to determine their knowledge and implementation of the gradual release model. We will then tier the support to be provided from Tier 1 to Tier 3 proficient. By February 50% of our teachers in Tier 1 will transition to Tier 2 support from our coaches. By February 15% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is an integral part of the Florida Continuous Improvement Model (FCIM): Plan, Do, Act, Check. This area of focus will be strategically monitored via a variety of monitoring techniques including but not limited to:

- Weekly review of Lesson Plans
- Weekly Data Analysis
- Classroom walks
- Student work samples/portfolio/binder reviews
- Student attendance
- Data Chats
- Formal Observations
- Professional Learning Communities attendance/participation
- all formative/summative assessments and technology

The monitoring will be facilitated by key members of the instructional leadership team:

- Assistant Principals
- 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. The school will utilize tutors to provide strategic, differentiated instructional supports for high-needs learners.

2. 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. Teachers will facilitate tutorials for high-needs students beyond the regular school day to provide additional targeted and strategic instruction.
4. Instructional Coaches will model, coach, and support teachers during regular school day and extended day tutorials providing job-embedded professional development.
5. 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 emotional learning (SEL) and promote character education, and promote rigor in alignment with IB.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Tutors support differentiation support through the small group rotational model of instruction, reteaching, remediation, and acceleration.
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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Tutors:

- a. The school will utilize 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, and whites.
- e. Student groups will be flexible based on data analysis and review.

Person Responsible: Monique Foushee (monique.foushee@palmbeachschools.org)

By When: This will start within the first two weeks of school and will continue through the end of the year.

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 (Whites & SWDs) 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.
- c. PD will focus on instructional needs and building expertise for using the online learning platforms.
- d. Tutors and teachers will be provided professional development on the schoolwide reading and writing initiative.

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

By When: This will start within the first two weeks of school and will continue through the end of the year.

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 (Whites & SWDs)
- 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: Monique Foushee (monique.foushee@palmbeachschools.org)

By When: This will start within the first two weeks of school and will continue through the end of the year.

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: Rachelle Petit-Homme (rachelle.petit-homme@palmbeachschools.org)

By When: This will start within the first two weeks of school and will continue through the end of the year.

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)

By When: This will start within the first two weeks of school and will continue through the end of the year.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWPBS DATA FY23 FY22 FY19
 OSS 202(20%) 209(23%) 223(.2%)
 ISS 60(6%) 27(3%) 102(.1%)
 ODR 647 826 717

While implementing our schoolwide literacy focus we will also focus on improving student attendance, reducing the number of Out of School Suspensions(OSS), Office Discipline Referrals(ODR), and increasing student participation in school activities. Focusing on reducing OSS, and ODR will allow our students and teachers to maximize instructional time implement lesson plans with fidelity. Our goal is to decrease the barriers preventing students from getting to class on time and missing assignments due to suspensions. The SWPBS focuses on establishing an environment where students and teachers are supported and recognized for displaying positive behavior and the spirit of excellence via incentives and rewards. In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

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

Student Outcomes:

Our goal is to increase the amount of students participating in clubs and extra curricular activities with focus on our SWD and WHITES. In addition we plan to reduce the amount of discipline referrals by 10% by December 2023 and by another 10% by the end of the year.

Teacher practice outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors.
 By February 2024, 100% of our teachers will positively reinforce student behaviors.

Monitoring:

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

This area of focus will be strategically monitored via a variety of monitoring techniques including but not limited to:

- MSAS data
- Alternative Learning Center(ALC) registraion
- Positive behavior rewards
- SBT
- Classroom observation
- Scheduled pulling of Tutorial data (attendance)
- Scheduled pulling of Attendance data
- Scheduled pulling of Suspension data
- Student Formative Assessment results

The monitoring will be facilitated by key members of the school leadership team:

- Assistant Principals
- Resource Teachers
- Grade level deans
- Grade level support staff

- ESE Coordinator
- Guidance counselors
- BHP
- Community Language Facilitators

Person responsible for monitoring outcome:

Ricky Clark (ricky.clark@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1.Required Instruction FL Statute 1003.42 and Policy 2.09
- 2.Single School Culture
- 3.IB Program
- 4.Schoolwide Discipline Plan
- 5.Schoolwide Attendance Plan
- 6.Parent Involvement

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 1.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.
- 2.Supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and increase instructional time.
- 3.International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who can create a peaceful world through intercultural understanding and respect.
- 4.A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
- 5.The attendance rate is important because students are more likely to succeed in academics when they attend school consistently.
- 6.Parent Involvement in schools improves student attendance, social skills, and behavior.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

JFKMS will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) History of Asian Americans & Pacific Islanders
- (d) Health Education, Life Skills & Social Media
- (e) Hispanic Contributions
- (f) Women's Contributions
- (g) Civic & Character Education
- (h) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Rachele Petit-Homme (rachele.petit-homme@palmbeachschools.org)

By When: This will start within the first two weeks of school and will continue through the end of the year.

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.

Person Responsible: Patreka Brown (patreka.mckelton@palmbeachschools.org)

By When: This will start within the first two weeks of school and will continue through the end of the year.

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.

Person Responsible: Patreka Brown (patreka.mckelton@palmbeachschools.org)

By When: This will start within the first two weeks of school and will continue through the end of the year.

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.

Person Responsible: Wonda Jenkins (wonda.jenkins@palmbeachschools.org)

By When: This will start within the first two weeks of school and will continue through the end of the year.

In addition, JFK has initiated an School wide Comprehensive Attendance Intervention Plan. Four Guidance Counselors (1 for each grade level and one for ELL 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.

Person Responsible: Monique Foushee (monique.foushee@palmbeachschools.org)

By When: This will start within the first two weeks of school and will continue through the end of the year.

At JFK we strive to ensure that parents are highly involved with student learning. Parents are informed via call outs, social media, and our school 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. SAC is an important part of the decision making regarding the development and execution of the school improvement plan.

Person Responsible: Mildred Thompson (mildred.thompson@palmbeachschools.org)

By When: This continue through the end of the year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

In order to support our schoolwide literacy goals and to provide additional support for our Whites and SWD's we will use funding to employ critical instructional staff members such as an SSCC, Math Coach, Literacy Resource Teacher, Chorus Teacher, Art Teacher, and Tutors. Funding will also be used to provide academic camps for students throughout the school year, and to purchase supplemental instructional resources, and professional memberships and subscriptions. In addition instructional staff will be provided with professional development opportunities to enhance student learning.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA