
Title I Comprehensive Schoolwide Plan
John F Kennedy Middle (0201)

Title I Comprehensive Schoolwide Plan - John F Kennedy Middle (0201)

#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	26	21	24	25	1

1. According to data, what are your top priorities? Include needs assessment statements.

-With only 22% proficiency on FY21 FSA, ELL students (male & female) struggle with adequate language acquisition, phonics, comprehension, & processing information needed to show growth on state assessments. We need to continue working on foundational skills (language acquisition, phonics, vocabulary development, fluency and comprehension) to increase student achievement.

2. List the root causes for the needs assessment statements for your top priorities.

-Migration -poverty -lack of access to basic economic needs -parent support & involvement -attendance/truancy -Lack of foundational skills (fluency and comprehension) from elementary - substantially below grade level -Lack of effective use of instructional time to provide individualized instruction -Lack of time to address deficiencies and teach grade level standards - Lack of knowledge of instructional strategies/interventions to address student individual academic needs -Lack of knowledge on the BEST ELA standards -Lack of parent knowledge and ability to support learning at home -Lack of identification of students in need for additional support (SBT, ELL, etc) -Lack of resources for interventions to address the students' individual academic needs

3. Share possible solutions that address the root causes.

-Differentiated pull-out/small groups implemented to provide more explicit one-on-one direct instruction focusing on foundational skills (oral language) & the 5 components of literacy - Develop and implement a Parent Academy specifically for ELL parents -Access to a full-time CLF on campus -Provide access to community resources -Differentiated pull-out/small groups implemented to provide more explicit one-on-one direct instruction focusing on foundational skills (oral language) & the 5 components of literacy -Develop and implement a Parent Academy specifically for ELL parents -Access to a full-time CLF on campus -Provide access to community resources -Differentiated pull-out/small groups implemented to provide more explicit one-on-one direct instruction focusing on foundational skills (oral language) & the 5 components of literacy (classroom teachers, resource teachers, temp tutors, etc) -Develop and implement a Parent Academy for all parents -Access to a full-time CLF on campus -Provide access to community resources -Provide and implement a comprehensive ELA professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, Coaches, conferences, webinars, collaborative planning, etc) - Provide extended learning opportunities through tutorial programs for Reading during the day, extra periods, morning, after school, Saturdays, Thanksgiving Break, Winter Break, Spring Break, and Summer in grades 6-8 -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Ready Florida workbooks, headphones, intervention kits, whiteboards, and more). -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (such as Read180, etc.).

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>Continue utilizing Parent Link(Calls, Emails, Text), Marquee, flyers and person calls to parents. * Continue to work on sharing student progress with parents to support student learning and achievement</p>	<p>Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA foundational skills - language acquisition, phonics, vocabulary development, fluency and comprehension)</p>	<p>Provide staff trainings on various methods to support families (i.e, APTT Style trainings). Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA foundational skills -language acquisition, phonics, vocabulary development, fluency and comprehension)</p>	<p>In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. * Continue to provide information with families in their native language to ensure parent engagement and support * Continue to provide support to all families as needed.</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>School will... implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have a data chat to discuss student grades and performance on assessments Focus on foundational skills (language acquisition, phonics, vocabulary development, fluency and comprehension) in grades 6-8 to increase student proficiency (parent trainings and materials)</p>	<p>Students will... monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits Focus on foundational skills (language acquisition, phonics, vocabulary development, fluency and comprehension) in grades 6-8to increase student proficiency (strategies to work on at school and home)</p>	<p>Parents will...attend parent academies, SAC meetings, student conferences & data chats (progress monitoring) Focus on foundational skills (language acquisition, phonics, vocabulary development, fluency and comprehension) in grades 6-8 to increase student proficiency (strategies to implement at home)</p>

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	33	31	30	27	1

1. According to data, what are your top priorities? Include needs assessment statements.

Based on FY21 FSA Math Data, we averaged 22% for proficiency (students scoring Level 3 and above). We would like to increase proficiency achievement data from 22% to 45% or higher for FY22. We need to continue to work on math fluency (multiplication and division) to increase student achievement.

2. List the root causes for the needs assessment statements for your top priorities.

Lack of Student Engagement and participation. Habitual Attendance issues with students. Understanding and usage of Technology (Calculators). Student autonomy and note-taking procedures. Math Foundation Skills are very limited (two or more levels below grade level). -Lack of foundational skills (fluency and comprehension) from elementary - substantially below grade level. -Lack of effective use of instructional time to provide individualized instruction. -Lack of time to address deficiencies and teach grade level standards. -Lack of knowledge of instructional strategies/interventions to address student individual academic needs. -Lack of knowledge on the BEST MATH standards. -Lack of parent knowledge and ability to support learning at home. -Lack of identification of students in need for additional support (SBT, ELL, etc). -Lack of resources for interventions to address the students' individual academic needs.

3. Share possible solutions that address the root causes.

During PLC, Math Teachers will research the BESTS Standards using the District website-Blende, C-Palms, Khan Academy & Math Nation to find interactive lessons and activities to support students. Teachers will participate in Collaborative Planning to create more interactive lessons and gaming activities using our current Adaptive Technology-IXL & Khan Academy. Increase Student/Parent/Teacher Accountability by initiating a flexible Google Meet once a week to answer questions from students to disseminate pertinent information related to the math curriculum (grades, attendance, participation). Create a plan to encourage our Low 25 and Accelerated students to grasp concepts better and to get daily assistance from our Math Academic Tutors. Create a student centered classroom for our students to explore concepts and to gain a better understanding of FSA type questions. Follow the gradual release model to allow time for independent practice and deep knowledge in small groups.. Mandatory after school tutorial for Low 25 & Accelerated students who score less than 60% on weekly standard assessments. -Differentiated pull-out/small groups implemented to provide more explicit one-on-one direct instruction focusing on foundational skills (oral language) & the 5 components of literacy. -Develop and implement a Parent Academy specifically for ELL parents. -Access to a full-time CLF on campus. -Provide access to community resources. -Provide and implement a comprehensive ELA professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, Coaches, conferences, webinars, collaborative planning, etc). -Provide extended learning opportunities through tutorial programs for Reading during the day, extra periods, morning, after school, Saturdays, Thanksgiving Break, Winter Break, Spring Break, and Summer in grades 6-8. -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Ready Florida workbooks, headphones, intervention kits, whiteboards, and more). -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (such as Read180, etc.).

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>Continue utilizing Parent Link(Calls, Emails, Text), Marquee, flyers and person calls to parents. * Continue to work on sharing student progress with parents to support student learning and achievement</p>	<p>Parent Trainings that may be offered to support parents/families as they work with their students at home (Math fluency - multiplication and division)</p>	<p>Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math fluency - multiplication and division)</p>	<p>Provide accommodations for parents with special need upon request. Provide information on the website about how to receive special consideration and accommodations. In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. * Continue to provide information with families in their native language to ensure parent engagement and support * Continue to provide support to all families as needed.</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>School will... Teachers and Subject Level Administrator will conduct monthly SAC meetings with students and/or parents to discuss District\Teacher Assessments and overall student progress including behavior and daily classroom participation. Teacher/Parent/Student data chats School will... implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have a data chat to discuss student grades and performance on assessments Focus on foundational math fluency (multiplication and division) in grades 6-8 to increase student proficiency (parent trainings and materials)</p>	<p>Students will... Create Interactive HW assignments and Enrichment assignments utilizing our Adaptive Technology-IXL & Khan Academy to offer alternative ways to engage students at home and school. Students will complete programs weekly such as IXL to work on foundational skills. Students will... monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits Focus on foundational math fluency (multiplication and division) in grades 6-8 to increase student proficiency (strategies to work on at school and home)</p>	<p>Parents will... Parents will remain in communication with school office staff on updates in relation to the home environment and address changes. Parent night Parents will also respond to surveys, attend parent trainings with fidelity, return school phone calls and schedule parent conferences when necessary to receive updates on their child's progress in all classes. Parents stay in contact with teachers, guidance, and administration . Parents will... attend parent academies, SAC meetings, student conferences & data chats (progress monitoring) Focus on foundational math fluency (multiplication and division) in grades 6-8 to increase student proficiency (strategies to implement at home)</p>

#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	31	16	28	11	1

1. According to data, what are your top priorities? Include needs assessment statements.

Currently 10 % of students measured proficiency on districtwide SSA Winter diagnostic. Previous SY21, students measured 24% of proficiency on SSA and 27% on district wide SSA Winter diagnostic. 50% more time given for allotted SSA diagnostic assessment, for students without accommodations. 27% of the student population is Hispanic, and 21% is ELL. Currently ELL (Hispanic and Creole) students are not achieving proficiency on the FSA ELA, Math and Science SSA assessments. We will continue to work with science foundational skills in grades 6 and 7 (science vocabulary, scientific method) to improve student achievement.

2. List the root causes for the needs assessment statements for your top priorities.

Students lacking prior knowledge from previous grade levels. Lack of stamina for ALL students on lengthy reading passages, tables, and graphs Lack of applied and emerging activities or resources to support instruction. Lack of resources for hands-on activities and experiments. Decrease in parent involvement and support during supplemented instruction at home. Support staff assists with too many programs out of subject area. student frequent absenteeism -Lack of foundational skills (fluency and comprehension) from elementary - substantially below grade level -Lack of effective use of instructional time to provide individualized instruction -Lack of time to address deficiencies and teach grade level standards -Lack of knowledge of instructional strategies/interventions to address student individual academic needs -Lack of knowledge on the science standards -Lack of parent knowledge and ability to support learning at home -Lack of identification of students in need for additional support (SBT, ELL, etc) -Lack of resources for interventions to address the students' individual academic needs

3. Share possible solutions that address the root causes.

Focus on increasing measurable proficiency on all students (esp top 25% and L25%) by implementing small group instruction via pull outs beginning in August. Increasing stamina for ALL students on lengthy reading passages, tables, and graphs by administering mock SSA throughout the year. Increasing presence of district support like science coaches to deliver hands on activities expose students to real world applications via out of school field trips and in house science experiences (i.e: Science Aquarium and museum) Incentivize students with scientific apparel, experiences, and tools to increase engagement. Differentiated pull-out/small groups implemented to provide more explicit one-on-one direct instruction focusing on foundational skills (oral language) & the 5 components of literacy -Develop and implement a Parent Academy specifically for ELL parents -Access to a full-time CLF on campus -Provide access to community resources -Provide and implement a comprehensive ELA professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, Coaches, conferences, webinars, collaborative planning, etc) -Provide extended learning opportunities through tutorial programs for Reading during the day, extra periods, morning, after school, Saturdays, Thanksgiving Break, Winter Break, Spring Break, and Summer in grades 6-8 -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Ready Florida workbooks, headphones, intervention kits, whiteboards, and more). -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (such as Gizmos, Study Island, Phet Labs, BrainPop, Study Jams., etc.). -Provide support to students through small group instruction with a resource teacher and/or academic tutors.

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>Continue utilizing Parent Link(Calls, Emails, Text), Marquee, flyers and person calls to parents. * Continue to work on sharing student progress with parents to support student learning and achievement</p>	<p>Parent Trainings that may be offered to support parents/families as they work with their students at home (Science vocabulary, scientific method) Science Parent University: Parent Night to talk about science data and teach parent science vocabulary/terms/key ideas Parent Link Text message reminders Google Classroom for Science updates</p>	<p>Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science vocabulary, scientific method) PLC Parent Engagement District specialist PD on Parent engagement strategies</p>	<p>Parents will be provided accommodations in addition to ensuring the building is ADA compliant. Parents unable to attend in person can be given a Google Meet code to attend trainings virtually. In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. * Continue to provide information with families in their native language to ensure parent engagement and support * Continue to provide support to all families as needed.</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>School will... Sponsor engagement activities such as hands-on labs, Scientist of the week, Off/On Campus Field Trips, Bring Scientist from the community. Provide after School, Morning and Saturday tutorials for Science every week, Live Science experiences (1 monthly) School will... implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have a data chat to discuss student grades and performance on assessments Focus on science vocabulary, scientific method) in grades 6-8 to increase student proficiency (parent trainings and materials)</p>	<p>Students will... Show up to school consistently and Ready to Learn Be active participants Take accountability of their own learning with a growth mindset Students will... monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits Focus on science vocabulary, scientific method)) in grades 6-8to increase student proficiency (strategies to work on at school and home)</p>	<p>Parents will... Support students at home with Homework, Projects, complete and sign weekly Science Reading Log Parents will...attend parent academies, SAC meetings, student conferences & data chats (progress monitoring) Focus on science vocabulary, scientific method) in grades 6-8 to increase student proficiency (strategies to implement at home)</p>

#SocialStudies	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	59	66	51	60	1

1. According to data, what are your top priorities? Include needs assessment statements.

27% of the student population is Hispanic, and 21% is ELL. Currently ELL (Hispanic and Creole) students are not achieving proficiency on the FSA ELA, Math and Civics EOC assessments. We will continue to work with social studies addressing reading foundational skills (fluency, vocabulary development, comprehension) to improve student achievement.

2. List the root causes for the needs assessment statements for your top priorities.

Support Language Facilitation: There is no language support facilitation (CLF and Push-in) in Social Studies cells in each grade level to support ELA/Reading student achievement and reading support in Civics content -Lack of foundational skills (fluency and comprehension) from elementary - substantially below grade level -Lack of effective use of instructional time to provide individualized instruction -Lack of time to address deficiencies and teach grade level standards -Lack of knowledge of instructional strategies/interventions to address student individual academic needs -Lack of knowledge on the BEST ELA standards -Lack of parent knowledge and ability to support learning at home -Lack of identification of students in need for additional support (SBT, ELL, etc) -Lack of resources for interventions to address the students' individual academic needs

3. Share possible solutions that address the root causes.

LF/LY (in 2 yr ESOL program) ELL students could be enrolled in our Spanish course for the purpose of inverse teaching English. The students will learn strategies to increase English Language speaking proficiency. -Differentiated pull-out/small groups implemented to provide more explicit one-on-one direct instruction focusing on foundational skills (oral language) & the 5 components of literacy -Develop and implement a Parent Academy specifically for ELL parents -Access to a full-time CLF on campus -Provide access to community resources - Differentiated pull-out/small groups implemented to provide more explicit one-on-one direct instruction focusing on foundational skills (oral language) & the 5 components of literacy (classroom teachers, resource teachers, temp tutors, etc) -Develop and implement a Parent Academy for all parents -Access to a full-time CLF on campus -Provide access to community resources -Provide and implement a comprehensive ELA professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, Coaches, conferences, webinars, collaborative planning, etc) -Provide extended learning opportunities through tutorial programs for Reading during the day, extra periods, morning, after school, Saturdays, Thanksgiving Break, Winter Break, Spring Break, and Summer in grades 6-8 -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Ready Florida workbooks, headphones, intervention kits, whiteboards, and more). -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (such as Read180, etc.). • Provide support to students through small group instruction with a resource teacher and/or academic tutors.

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>Continue utilizing Parent Link(Calls, Emails, Text), Marquee, flyers and person calls to parents. * Continue to work on sharing student progress with parents to support student learning and achievement</p>	<p>Offer monthly virtual civics round table on adaptive technology. Provide additional resources and games. Parent Trainings that may be offered to support parents/families as they work with their students at home (Civics through reading skills - fluency, vocabulary development, comprehension) Provide staff trainings on various methods to support families (i.e. APTT Style trainings). Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA foundational skills -language acquisition, phonics, vocabulary development, fluency and comprehension)</p>	<p>Offer civics teachers PD Trainings from district personnel on ESE strategies and infuse reading strategies in civics.</p>	<p>Information will be sent out in the beginning of the year to notify parents the procedures as to how to receive support if they are in fact in need. In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. * Continue to provide information with families in their native language to ensure parent engagement and support * Continue to provide support to all families as needed.</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>School will host quarterly ESOL parent nights to discuss assessment data, offer resources and strategies to parents to support achievement i.e. academic tutoring for ELL/Hispanic students and allow parents to meet the Spanish teacher to discuss specific deficiencies with their child. Host Parent Night and SAC meetings to strengthen relationships with parents and the community to support student growth. School will... implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have a data chat to discuss student grades and performance on assessments Focus on Civics through reading skills - fluency, vocabulary development, comprehension) in grades 6-8 to increase student proficiency (parent trainings and materials)</p>	<p>Students will attend academic tutoring sessions on morning, afternoon and Saturdays to support gains/growth of tested content areas such as ELA, Math and Civics Students will... monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits Focus on Civics through reading skills - fluency, vocabulary development, comprehension) in grades 6-8 to increase student proficiency (strategies to work on at school and home)</p>	<p>Parents will attend monthly SAC meetings to stay updated on school wide strategies to support student growth, attend quarterly ESOL nights and Parent nights to disaggregate data, receive resources and learn strategies to support their child at home. Parents will... attend parent academies, SAC meetings, student conferences & data chats (progress monitoring) Focus on Civics through reading skills - fluency, vocabulary development, comprehension) in grades 6-8 to increase student proficiency (strategies to implement at home)</p>

#Acceleration	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	42	57	81	87	1

1. According to data, what are your top priorities? Include needs assessment statements.

10% of SWD students are represented in Accelerated process and 12% of ELL students are represented in Accelerated process Need for increase opportunities for all students to participate in accelerated classes (SWD & ELL)

2. List the root causes for the needs assessment statements for your top priorities.

-Support may not be available in all areas -Limited number of seats in accelerated classes -Scheduling conflict between intensive and accelerated courses -Lack of foundational skills (fluency - substantially below grade level -Lack of effective use of instructional time to provide individualized instruction -Lack of time to address deficiencies and teach grade level standards -Lack of knowledge of instructional strategies/interventions to address student individual academic needs -Lack of knowledge on the standards -Lack of parent knowledge and ability to support learning at home -Lack of identification of students in need for additional support (SBT, ELL, etc) -Lack of resources for interventions to address the students' individual academic needs

3. Share possible solutions that address the root causes.

-Tutors -Additional Teachers -Facilitator in classes -Work on scheduling students to provide opportunities for Accelerated Course -Develop and implement a Parent Academy for all parents -Access to a full-time CLF on campus -Provide access to community resources -Provide and implement a comprehensive Civics professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, Coaches, conferences, webinars, collaborative planning, etc) -Provide extended learning opportunities through tutorial programs for Civics during the day, extra periods, morning, after school, Saturdays, Thanksgiving Break, Winter Break, Spring Break, and Summer in grades 6-8 -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (workbooks, headphones, intervention kits, consumables, whiteboards, and more). -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (such as Read180, etc.).

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
<p>Provide guidance counselors with information on accelerated classes to be given to families during home visits, conferences, and IEP meetings. Continue utilizing Parent Link(Calls, Emails, Text), Marquee, flyers and person calls to parents. * Continue to work on sharing student progress with parents to support student learning and achievement</p>	<p>Provide parent trainings to inform parents of the types of courses offered and the significance of them.</p>	<p>Train staff on how to identify ELL & SWD students who may benefit and excel in accelerated classes. Parent Trainings that may be offered to support parents/families as they work with their students at home</p>	<p>In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. * Continue to provide information with families in their native language to ensure parent engagement and support * Continue to provide support to all families as needed.</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>The school will make strides to advertise and recruit under represented groups into accelerated classes. School will... implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have a data chat to discuss student grades and performance on assessments Focus on math foundational skills in grades 6-8 to increase student proficiency (parent trainings and materials)</p>	<p>Students will be encouraged to enroll in accelerated courses. This will include providing information to incoming 6th graders. Focus on math foundational skills in grades 6-8to increase student proficiency (strategies to work on at school and home)</p>	<p>Parents will attend trainings to make more informed decisions as it relates to academic course planning for their children. Students will... monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits Focus on math foundational skills in grades 6-8 to increase student proficiency (strategies to implement at home)</p>

Action Step	PROFESSIONAL DEVELOPMENT	Budget Total: \$160,818.00
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Acct	Description

Coach	0.5 Math Coach will support teachers in the implementation of strong math instruction in grades 6-8 through implementation of coaching cycle (planning, modeling, observing, providing feedback).																			
Single School Culture Coordinator	206 SSCC will provide support for teachers in grades 6-8th in the area of academics (all subjects), behavior, climate, and professional development to support strong systems at our school to increase student achievement.																			
Teacher Collaboration	{"type":3,"data":[]}																			
Stipends	New teachers to JFK will participate in New Teacher Orientation to acclimate them to school expectation for academic, behavior and climate for student and teacher success. (8 teachers, 2 days, 4 hrs., 1 event, at \$25.00 an hr.) / Tentative start date is July 2022. Train teachers on student engagement best practices and IB principles in all content areas in grades 6-8 (7 teachers, 1 day, 4 hrs., 1 event, at \$25.00 an hr.) / Tentative start date is September 2022																			
Travel out-of-county	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Cost</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Media Specialist will attend the F.A.M.E. Conference in Daytona Beach, FL, November 30th to December 2nd DATE? to learn best practices on providing media support for students in grades 6-8 (Registration \$200, Transportation \$230 (mileage and tolls), Lodging for \$298.00 for 2 nights (\$149 per night), and \$72 per diem)</td> <td>1</td> <td>\$800.00</td> <td>\$800.00</td> </tr> </tbody> </table>				Item	Quantity	Cost	Total	Media Specialist will attend the F.A.M.E. Conference in Daytona Beach, FL, November 30th to December 2nd DATE? to learn best practices on providing media support for students in grades 6-8 (Registration \$200, Transportation \$230 (mileage and tolls), Lodging for \$298.00 for 2 nights (\$149 per night), and \$72 per diem)	1	\$800.00	\$800.00								
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Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Cost</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Chart paper (pack of 6)</td> <td>2</td> <td>\$173.00</td> <td>\$346.00</td> </tr> <tr> <td>Colored Ink to print data reports for parents (4 cartridges)</td> <td>2</td> <td>\$90.00</td> <td>\$180.00</td> </tr> <tr> <td>Chart paper markers (pack of 8)</td> <td>4</td> <td>\$8.5</td> <td>\$34.00</td> </tr> </tbody> </table>				Item	Quantity	Cost	Total	Chart paper (pack of 6)	2	\$173.00	\$346.00	Colored Ink to print data reports for parents (4 cartridges)	2	\$90.00	\$180.00	Chart paper markers (pack of 8)	4	\$8.5	\$34.00
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Colored Ink to print data reports for parents (4 cartridges)	2	\$90.00	\$180.00																	
Chart paper markers (pack of 8)	4	\$8.5	\$34.00																	

Action Step	PARENT ENGAGEMENT	Budget Total: \$13,491.69
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Acct Description	Description								
Parent Support by School Staff	Teachers to support parent trainings "Outside of contracted hours" per PFEP to support student learning in all content areas for students in grades 6-8 (17 teachers, 2 hrs., 1 day, 3 events a year, at \$25.00 an hr.) New position number 10113466								
Postage	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Cost</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Postage for parent communication of student progress, parent training, and sharing of important information (850 students x 3 mailings = 2,550)</td> <td>2550</td> <td>\$0.58</td> <td>\$1,479.00</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	Postage for parent communication of student progress, parent training, and sharing of important information (850 students x 3 mailings = 2,550)	2550	\$0.58	\$1,479.00
Item	Quantity	Cost	Total						
Postage for parent communication of student progress, parent training, and sharing of important information (850 students x 3 mailings = 2,550)	2550	\$0.58	\$1,479.00						

Supplies	Item	Quantity	Cost	Total
	White copy paper (case) to support school-home communication and parent trainings/meetings	5	\$31.03	\$155.15
	Colored paper (5 Multi-colors in one case)	5	\$64.34	\$321.7
	Chart paper (pack of 6)	2	\$173.00	\$346.00
	2 pocket folder (25 per box)	16	\$8.74	\$139.84
	Colored Ink to print data reports for parents (4 cartridges)	2	\$90.00	\$180.00

Action Step	CLASSROOM INSTRUCTION	Budget Total: \$338,697.81
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Acct Description	Description																												
Classroom Teacher	Social Science Teacher will provide support for low 25%, level 1 and level 2 students in 8th grade through a whole and small group instructional model to increase achievement in reading. She is also supporting accelerated course. She will support our school-wide reading initiatives through social studies content to increase student achievement. This allows smaller class size and homogeneously grouping.																												
Classroom Teacher	Reading Classroom Teacher will provide intensive reading support for level 1 and level 2 students in grades 6-8. Serving level 2 students allows the school to provide intensive supports to students beyond what is required to allow them the opportunity to receive intensive instruction by a certified reading teacher.																												
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Resource Teacher	0.5 Math Resource Teacher will support low 25% students in grades 6-8 through push-in/pull-out model and tutorial to increase student achievement.																												
Tutorial	{"type":2,"data":[]}																												
Online subscription	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Cost</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Penda Learning to support science in grades 6-8 / school license</td> <td>1</td> <td>\$5,000.00</td> <td>\$5,000.00</td> </tr> <tr> <td>Gizmos License for Science (850 students in grades 6-8) / school site license</td> <td>1</td> <td>\$2,075.00</td> <td>\$2,075.00</td> </tr> <tr> <td>Study Island - Science (8th grade) - 288 students / School site license</td> <td>1</td> <td>\$1,612.00</td> <td>\$1,612.00</td> </tr> <tr> <td>Study Island Social Studies to support student learning (850 students Grades 6th & 8th)</td> <td>850</td> <td>\$8.00</td> <td>\$6,800.00</td> </tr> <tr> <td>Read180 to support ELA and reading to support student learning in grades 6-8 (850 students)</td> <td>850</td> <td>\$8.00</td> <td>\$6,800.00</td> </tr> <tr> <td>IXL to support math in grades 6-8 (850 tudents)</td> <td>850</td> <td>\$10.00</td> <td>\$8,500.00</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	Penda Learning to support science in grades 6-8 / school license	1	\$5,000.00	\$5,000.00	Gizmos License for Science (850 students in grades 6-8) / school site license	1	\$2,075.00	\$2,075.00	Study Island - Science (8th grade) - 288 students / School site license	1	\$1,612.00	\$1,612.00	Study Island Social Studies to support student learning (850 students Grades 6th & 8th)	850	\$8.00	\$6,800.00	Read180 to support ELA and reading to support student learning in grades 6-8 (850 students)	850	\$8.00	\$6,800.00	IXL to support math in grades 6-8 (850 tudents)	850	\$10.00	\$8,500.00
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Field trip admissions	Item	Quantity	Cost	Total
	Students will visit the Kennedy Space Center in Coco Beach, Florida to support learning of science curriculum and space exploration (8th grade) Tentative date is October 2022	100	\$47.00	\$4,700.00
	Students will visit the South Science Center and Planetarium to support learning of science curriculum and explore space, animal, and ocean life (6th grade) / Tentative date is November	100	\$19.95	\$1,995.00

Supplies	Item	Quantity	Cost	Total
	Individual whiteboards (pack of 48)	5	\$71.87	\$359.35
	White copy paper	152	\$31.03	\$4,716.56
	Ink/toner	2	\$295.00	\$590.00
	Chart paper (pack of 6)	21	\$173.00	\$3,633.00
	Dry erase markers for teachers (pack of 4)	67	\$8.26	\$553.42
	Thin Dry erase markers for students (pack of 8)	100	\$14.19	\$1,419.00
	Pencils (box of 72)	50	\$25.00	\$1,250.00
	Composition notebooks (pack of 24)	50	\$32.29	\$1,614.5
	Binders 1.5' for students	851	\$5.8	\$4,935.8
	Laminating film	6	\$37.44	\$224.64
	HIGHLIGHTERS YELLOW TANK SCHOOL SMART PACK OF 12	100	\$5.08	\$508.00
	Glue sticks (box of 30)	50	\$21.49	\$1,074.5
	POST IT NOTE 3X3 CANARY 24/PK	50	\$19.9	\$995.00
	DIVIDER INSERT 5TAB 6SETS/PK	849	\$0.72	\$611.28
	Word for word Spanish to English-English to Spanish dictionary	140	\$4.98	\$697.2
	Haitian-Creole to English-English to Haitian-Creole dictionary	10	\$4.98	\$49.8
	Shipping	1	\$0.26	\$0.26

Out-of-system Tutors (Long Term)	Item	Tutors	Days	Hours	Weeks	Rate	Total
	Temp tutors to support at-risk students in grades 6-8 (ELA and math) through a push-in model of instruction (182 days) / Starting August 2022	4	5	6	36	\$15.00	\$64,800.00
	2 PDD days per tutor to support delivery of instruction to increase student achievement	4	1	6	2	\$15.00	\$720.00
Out-of-system Subs	Item	Tutors	Days	Hours	Weeks	Rate	Total
	Seven (7) days of substitute teacher coverage for each Title I funded classroom teacher position (Reading - Nadeige Belony, Reading - Natasha Edwards, and Social Science - Shanteria Powell)	3	7	6.5	1	\$19.00	\$2,622.00
Charter bus	Item	Quantity	Cost	Total			
	We will conduct a student field trip to a college (University of Central Florida in Orlando, FL and Florida International University in Miami). Students will have the opportunity to be exposed to a college campus, understanding the criteria for admission, student financial aid, and many of the colleges aligned with the University. (7th and 8th grade students) Fall and Spring before March 1, 2022.	2	\$1,000.00	\$2,000.00			
	Students will visit the Kennedy Space Center in Coco Beach, Florida to support learning of science curriculum and space exploration (8th grade) Tentative date is October 2022	1	\$1,000.00	\$1,000.00			
	Students will visit the South Science Center and Planetarium to support learning of science curriculum and explore space, animal, and ocean life (6th grade) / Tentative date is November	1	\$500.00	\$500.00			

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

Mission Statement
John F. Kennedy Middle recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. Therefore, John F. Kennedy Middle School strives to implement an effective parent/family engagement plan by working with parents as equal partners in the educational process; implement parent and family training opportunities; welcome input from parents and community members to ensure we are maximizing all of our stakeholders and resources; and encourage stakeholders to join us in the activities outlined in this plan.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Ricky Clark	Principal
Rachelle Petit-Homme	Assistant Principal
Timothy Nance	Assistant Principal
Monique Foushee	Assistant Principal
Mildred Thompson	Math Coach
Math Department	Teachers
Science Department	Teachers
Social Studies	Teachers
ELA/Reading	Teachers
Jacques Joseph	Parent
Miranda Joseph Paul	Parent
Laura Robinson	Parent
Martha Scott	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.

Member selection will take place during the first SAC meeting in which all stakeholders will have an opportunity to read and discuss SAC Bylaws, committee positions, and review the state Sunshine Laws. Members were selected from the group of individuals who attended the initial SAC Meeting. The role of becoming a SAC member is explained and parents, teachers, students and community members are asked to complete a membership form to enroll. Members are then voted into the SAC Committee to represent the culture and population of the school. Stakeholders were invited to attend and members were selected to represent the diverse community in which we serve. School administrators and business partners are key stakeholders. School staff is also an integral part of this group.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Our stakeholders will assist in the creation of our School-wide Plan by providing input on ways the school, families and students can share the responsibility in our efforts to increase students' success here at JFK Middle School. Our SAC meeting dates are located on the school website and are held on the 3rd Thursday of each month at 5:30 pm via Google Meet. During the school year, minutes will be taken during each meeting and shared with all members and reviewed monthly. Stakeholders will provide input through our monthly SAC meetings, Title I Meetings and Surveys. In addition, emails may be sent to stakeholders giving input. Parents' feedback and input is recorded and documented in the minutes from the Parent and Families Parent Input meeting. We will hold our annual Title I CNA meeting which will be completed in a three step process to gain input from Admin, teachers and parents. Through these series of meetings we will discuss the needs of students based on current data and overall student achievement on the diagnostics and FSA assessments. This meeting will take place in February, 2023 and will be held both on campus and brick and mortar.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the SY 22 CNA process, we discussed ways that we could improve parent engagement on our campus and communicate effectively with all stakeholders. Suggestions from stakeholders was to use funds for postage, supplies for communication and for staff to support parent trainings/meetings. Additionally, stakeholders will provide input through our monthly SAC meetings, Title I Meetings and Surveys. Emails may be sent to stakeholders giving input. Parents' feedback and input is recorded and documented in the minutes from the Parent and Families Parent Input meeting.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Ricky Clark	Principal
Rachelle Petit-Homme	Assistant Principal
Timothy Nance	Assistant Principal
Monique Foushee	Assistant Principal
Laura Robinson	Parent
Mireille Paul	Parent
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
Our Annual Title I Meeting August 30, 2022 at 5:30 pm in the Media Center. Parents unable to attend will be provide the following link:Title I Annual Meting Tuesday, August 30 · 5:30 – 6:30pm Google Meet joining info Video call link: https://meet.google.com/fep-tkbe-kni In addition, the meeting will be recorded and posted to the schools web page. Any handouts or forms will also be made available by visiting the parent section of our web page.
2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).
Stakeholders will be notified through our website, Parent Link, and flyers on Google Classrooms and social media.
3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.
The Title I Annual Meeting PowerPoint will be prepared to inform stakeholders of how JFK Middle will implement our school-wide plan as a Title I school. Copies of the School-Parent Compact, PFEP, Parent's Right-to-know will be published for stakeholders on the school website and distributed to students.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Let the Data do the Driving!	Teachers will be trained in various techniques to assist parents with becoming more engaged in their child's academic success. Staff will be trained on: 1)teachers will learn how to facilitate data chats(conversation starters, how to make it make sense to parents) 2)teachers will learn effective engagement strategies 3) teachers will learn specific strategies to share with parents to support student learning at home The various strategies will vary based on content area: 1)Reading Strategy: How to improve reading fluency 2)ELA Reading Strategy: How to improve reading comprehension through DOK 3 and 4 activities. 3)ELA Writing Strategy: What are some quick tips to improve writing 4) Math Strategy: How to close foundational gaps through fluency drills 5) Civics Strategy: Memorization tools and online resources to increase civics proficiency	The expected impact of this training is improved parental support and an increase in student proficiency on district supported assessment(i.e, FSQ, USAs, etc)	Evidence of implementation will include: Data Conference Sign-In Sheets/Log, Parent teacher conference notes stating that student progress and resource/strategies were shared with families for them to support learning at home.	Nov	Foushee, Derico, Thompson, Peite-Homme

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Making Education Engaging through Real World Experiences	<p>Staff will be trained on how to take real world experiences and turn them into educational opportunities for their child. Teachers will brainstorm specific experiences and activities/questions/strategies for parents to implement with their child during the experience/field trip. Teachers will take part in a project style training in which they are put into teams and are given specific task to complete: Team 1: How to create dok level 3 and 4 task to activate prior knowledge and facilitate personal connections to academic areas of study. Team 2: How to determine what vocabulary words are pertinent and will assist students in making deeper connections. Team 3: Making math come to life. What mathematical skills can be applied during family trips or everyday errands. Team 3: Seeing science everywhere. How to look through a scientific lens when walking in various spaces. Team 4: Write about it! How to take knowledge and vocabulary gain through real world experiences and apply them to your writing. Ultimately: Teachers will be trained on how to turn rea world experiences into a teachable moment and in turn how to teacher our parents to recognize these educational opportunities each and every day. Emphasis will also be placed on applying BEST standards whenever possible.</p>	Improved academic success due to an increase in after school educational experiences.	Sample of teacher created academic guide for parents that helps them bring real world experienced to life and connect them to student learning. Parent teacher conference notes stating that the teachers shared the academic guide and strategies they can use during the experience/field trip to support student learning.	Feb	Foushee, Thompson, Petit-Homme Derico Bailey Department Leaders

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
JFK Super Saturday	Families will be provided an opportunity to participate in a carnival style curriculum event. Super Saturday will serve as a parent and student engagement activity in which all content areas will set up a table or booth that immerses participants in FAST supported strands/standards/benchmarks. Participants will also be given helpful handouts and instructional resources to support student learning at home (standards based activities for ELA, Math, Science, and Social Studies, culinary program, technology and more.).	Parents will practice the standards based activities for ELA, Math, Science, and Social Studies, technology, culinary program and more, during the event to use at home to support student learning. This will increase parent knowledge and understanding of grade level requirements (standards and skills) for FAST assessments.	Increased student proficiency in the area of literacy as well as increased proficiency in other tested areas.	Feb	Foushee, Deric, Petit-Homme, Thompson	Power Point Presentations, Flyers, Handouts, Instructional Resources provided (artifacts). Sign-in sheets, pictures, parent surveys.	

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) most relevant agencies/organizations that support your school's parent and family engagement goal.

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
McKinney Vento	Provide collaboration, communication and ongoing support to families by providing housing support, meal support, bus passes, clothing and counseling.	Log of families who receive supplies, documentation in SIS, parent communication logs, flyers of resources, emails	As needed

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
DATA (Drug Abuse Treatment Association)	80% of CMHP time is spent providing free individual counseling/teletherapy to families and students (caseload of 18-22 full-time or 9-11 part-time).	DATA provides counseling through a variety of services including: Consultation (parent/guardian/teacher/other) Crisis Response, Home Visit, Intake/Assessment Observation, Referral for Continuing Care School Team Meeting Due to the nature of the services, only the number of families served will be provided. The data can be compared to last year's numbers to reflect growth.	CMHP provides on-campus individual counseling and teletherapy weekly. Other services are provided as needed.

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Palm Beach County Food Bank	The food pantry is committed to providing food for all families within the Viking community. Parents, students and staff members can pick-up food items weekly or have them delivered by a staff member. This partnership allows our community the ability to receive food as needed.	Provide communication about the pantry via email, text message, automated phone calls, letters, school website and student Google Classrooms. Flyers, Thank You letters, emails, newsletters,	On-going throughout the year.

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<p>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be notified of Title I Program (Annual Meeting, tutorial programs, parent trainings, parent conferences, etc.) via electronic and printable flyers, callouts, text messaging, social media and marquee notification and Push notifications.</p>	<p>Sign in sheets, phone call out, school website, scripts/transmissions. Flyers and school newsletter, Social Media (Twitter) and letters. {In all languages}</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Information on the curriculum and forms of assessments will be provided by flyers, call-outs, text messaging, social media and marquee notification, open House/ Curriculum Nights, and parent conferences. We share student progress through: progress reports, report cards, Diagnostic assessment report, and IEPs, SIS Gateway, and Parent conferences. Training that will focus on assessment and curriculum.</p>	<p>Curriculum PowerPoint during Viking Bash, school website, flyers, Curriculum Nights PowerPoint, handout, progress Reports, report cards, Diagnostic assessment report, and IEPs, LEPs, SIS Gateway, parent conferences.</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed of academic assessments through our school-wide data chats with students and Parent Data chat Night. Additionally, mid-term progress reports, parent -teacher conferences and report cards will be issued to inform parents on the status and progression of their child's academic success. Communication will take place through social media, call-outs, school website, flyers and parent letters.</p>	<p>Sign in sheets, marquee photos, phone call out, school website, scripts/transmissions, flyers, letters, social media, sample progress reports, report cards and parent , parent-teacher conference notes</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be invited to attend SAC meetings, parent conferences, ELL Plans and IEP/LEP meetings to be part of the decision making process as it relates to their child's education. Parents will be notified via flyers, call outs, text messaging, social media and marquee notification.</p>	<p>Meeting/conferences invitations and sign in sheets, marquee photos, phone call out, school website, scripts/transmissions, flyers, letters, text messaging, social media</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will have meetings on days that do not coincide with community events such as bible study, City hall meetings. Additionally, we will conference with any parent individually who would like to speak about the information missed at a meeting. Meetings will be held brick & mortar and will be offered virtually for certain trainings at an alternate time. Child care will not be provided. However, to encourage participation, students events will be offered during many of our parent meetings and trainings. All trainings will be recorded and placed on the school website and an option meet virtually will be made available.</p>	<p>Flyers, conference invitations, links to virtual meetings, phone call out, marquee, attendance, Google Meet Attendance/ Sign-in, Recording of meetings.</p>

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>At all meetings our CLFs are present for translation services. During parent training, and parent conferences they assist with communicating effectively with parents in their native language. CLFs translate all written parent communication. The following are examples of translated documents in all 3 languages: Flyers, call-outs, scripts/transmissions, meeting agendas, invitations/letters, parent-school compact, academic reports such as mid-terms and report cards, IEPs, and LEP Progress monitoring in all languages.</p>	<p>Conference notes and translated documents (Flyers, call-outs, meeting agendas, invitations/letters, parent-school compact, PFEP summary, and academic reports in all languages)</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>Parents are surveyed on their needs and depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, interpreters, ramps, ESE Contact available during all meetings, are some of the supports that can be put in place to assist parents and families. In the event that a family is in need of additional support, we will reach out to district support for any type of support needed depending on the disability. ADA parking and facility accessibility.</p>	<p>Conference Notes, Home visits/conferences, interpreters, photos of ADA compliant building (disabled parking, ramps, elevators, etc) , emails that communicate the needs for accommodations for parents as needed.</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>Parents of migrant students are invited to all virtual and live meetings. CLFs are present at all meetings and translate all communication in the parent's' native language. Migrant parents are surveyed on their needs when their child enters our school, so that the school may provide the resources and information needed through the ELL Coordinator, CLFs, and Migrant Liaison, and Multicultural department as needed. The school will coordinate with the Migrant Department and multicultural department as needed to provide additional support to our migratory working families.</p>	<p>Emails or forms referring families to the migrant department, flyers of services, and home visits forms, flyers for meetings, Home Visit logs, Logs/photos of provide backpacks with supplies and school uniforms when necessary. Migrant brochures of services provided in all languages.</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>Parents and families experiencing homelessness will be supported through the McKinney Vento program and through our school based team. Providing families with flexible meeting days and times as well as the option to meet virtually will be made. Also providing free uniforms and school supplies for families.</p>	<p>Emails or forms referring families to the migrant department, flyers of services, and home visits forms, Log of distributions (uniforms and school supplies). McKinney Vento flyers of services provided in all languages.</p>	

Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

Name of Activity	Brief Description
N/A	N/A

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

1. Guidance Counselors hold small groups for students focusing on divorce, grief, academic success, and attendance, bullying and social-emotional skills.
2. Parents that identify or report needs for the student and/or family are provided a referral to agencies listed on District's agency agreement list.
3. A full-time Behavior Coach is housed at JFK Middle School to assist students with academics and social emotional issues.
4. SGA – Student Government Association provides students with the opportunity to cultivate their leadership skills while enhancing the overall experience for the student body. This committee convenes to discuss and organize school-wide events for students attending school virtually and brick and mortar.
5. This year our school counselors and Mental Health support have created Google Classrooms to support students through SEL questionnaires, videos, and self-paced activities. The counselors are able to make themselves available for meetings with students based on their requests and provide additional support on how to develop healthy habits and address their social and emotional needs.
6. National Junior Honor Society is a club we offer here at our school for honor students who have a grade point average of 3.5 or higher. We hold an induction ceremony and invite parents to attend. This is a prestigious club that is available for students to apply to who meet the grade point average criteria.
7. SwPBS - Provides JFK students with an opportunity to receive incentives for character traits, good behavior and being a model Viking while on and off of the campus. Our Virtual students have the option to have a parent pick-up their prizes from the school as well.
8. Positive School climate and promoting student skills in dealing with bullying and conflicts, solving problems, developing healthy peer relationships through school-wide events and initiatives for students in grades 6-8.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

-Universal Guidelines and behavior matrix taught twice a year to students to ensure students are aware of school expectations.

-Implementation of the SwPBs point reward system in SIS.

-Ensure teachers are trained in Classroom management strategies (Progressive Discipline, etc.)

-SwPBS team reviews classroom data to ensure students are engaged while in class.

-Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

-Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

-Class meetings will occur on a frequent basis to include student feedback.

-School-wide recognition system is in place; Vikings of the Week.

-Utilize data systems to identify students who have attendance, behavioral or academic concerns.

-Out of School Suspensions are monitored before referral generated to School Based Team.

-Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

-Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

--Students, who received at least 2 suspensions, have low attendance, or are struggling academically will be recommended for our School-Based Team (SBT) intervention program.

-Level 1 and Level 2 students, starting with the Low 25%, will be targeted for after-school tutorial support twice a week or on Saturdays per math and reading scores. Letters will be sent home to parents describing the importance of the tutorials and provide permission for the student to stay on the specified days.

-Students will be tracked as well in Reading, Language Arts, and Math FSQ and USA, I-ready diagnostics, and Reading Plus standards-based assessments. Students not demonstrating a cut off level of achievement will also be targeted for after school tutorials.

-Students struggling with Mastery of Reading standards will be recommended for tutorial remediation with the resource teacher, during after school and Saturday School Strategy Workshops.

-Students in Civics (7th) and Science (8th) not meeting specific achievements for unit assessments

will be targeted and pulled out of elective classes to provide tutorial support.

-Students in math classes that are struggling with math homework or not turning in will be recommended for homework helper (after school tutorial and homework help).

Tier 1 is core instruction for all students in all content areas and behavior expectations through the gradual release model or through whole and small group instruction.

Students who are struggling and not meeting grade level expectations/standards using small group instruction are referred to SBT by the classroom teacher. Students who exude behaviors that are detrimental to their own learning as well as others in the environment are also referred to SBT. Students are also recommended for tutorial if they struggle academically.

Tier 2 - Students are monitored by support staff by use of point sheet for behavior (behavior plans) and for academics students are monitored for 6-8 weeks summarizing learning deficits. If the student is not making progress, then they are placed in Tier 2 for an additional instructional support through a pull-out model or push-in support with a tutor 2-3 days a week for 20-30 minutes. An instruction plan is developed for the student, and the progress is monitored for 6-8 weeks to determine if Tier 3 is necessary or if the student is making progress with this support.

Tier 3 - Students who are not making progress with Tier 2 support, are then placed in Tier 3 for an additional push-in/pull-out support 2-3 days a week for 20-30 minutes. Resources teachers or academic tutors or SSCC, provide this support to students and monitor their progress for 6-8 weeks. Resources used are Reading Plus, Imagine Learning(ESOL) and Achieve 3000(ESOL). Students who have a Tier 2 behavior plan and continue to struggle, the plan is revised and monitored for 6-8 weeks.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

**The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

John F. Kennedy Middle School is an IB World School and every teacher includes real-world correlations in every lesson. In addition to the IB curriculum, we offer Algebra/Geometry Honors, Culinary, CCI, Spanish, and Band.

Student engagement is at the forefront of our instruction to encompass the diverse needs of students during the day as well as during tutorials and instructional Boot Camps.

We also offer a variety of computer technology courses that focus on web design, coding, and technology and business that will better prepare students for tech-based careers and the utilization of modern technology in any job setting.

We use PLCs to desegregate data from formal assessments (FSQs, USAs, Diagnostic, etc) to determine students' needs and plan for remediation. We ensure instruction is standards-based and align through PLC teacher collaboration and development of the weekly lesson plan.

Our Tutorial programs offer extended learning opportunities for all students to work towards mastery in all tested content areas. These tutorials are implemented every school day morning and in the afternoons Mondays - Thursdays. Saturday, Winter, and Spring break tutorials are also provided throughout the school year. Tutorials are offered virtually as well as brick and mortar.

Our After-school Program embodies several programs that include the performing arts, robotics, fitness, cosmetology, mentoring programs, and a host of others. JFK Middle school also has a band that is comprised of over 80 students and provides students an opportunity to work on performance skills, musicianship, and learning how to read and compose music.

Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

-Student Course Selection documents, Career Day, visit neighboring Elementary Schools, parent involvement opportunities, Showcase of Schools, College school visits, and tours.

-John F. Kennedy Middle School is an IB World School and every teacher includes real-world correlations in every lesson. In addition to the IB curriculum, we offer Algebra/Geometry Honors, Culinary, CCI, IT, Spanish, and Band.

We also offer a variety of computer technology courses that focus on web design, coding, and technology and business that will better prepare students for tech-based careers and the utilization of modern technology in any job setting.

Through the Gradual Release Model our students are given the opportunity to work in collaborative groups participate in project based learning through Google Meet breakout rooms.

Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

We offer our teachers a wide array of Professional Development opportunities:

PD for our teachers this school year includes a focus on student engagement through online tools and strategies that can enhance the instructional process, while students demonstrate understanding of the content.

Through regional support, trainings from our subscribers and the admin team, teachers are equipped with effective tools to engage students.

Content Specific Training in Math, Social Studies, ELA, Science.

- Analyzing Data to support instructional decisions through PLCs. This training supports teachers as they provide data chats with students and parents.

- ESOL Training for teacher son how to best support their ELLs

- ESE Training for teachers on how to support their SWDs

- Classroom Management Training for teachers on how to utilize de-escalation techniques.

- IB MYP Trainings in all content areas

- ESP for new Teachers

- SIS training

-Google Classroom

-Literacy Support

-Gradual Release / Engagement

-Teacher -Parent Communication Training for teachers to utilize during conferences

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Principal and Administrators:

Retention during this school year remained high however, it is clear that being in the brick and mortar setting is difficult for many of the teachers. The onboarding of our new teachers to maximize excitement and collegiality amongst the teachers and current staff.

- New Teacher Orientation.
- Provide instructional guidance through the SSCC position and Ignite Demo Teacher
- Coaching and Feedback/ Side by Side Coaching and mentoring.
- Teacher recognition and celebrations done virtually during our monthly faculty meetings.
- Provides leadership opportunities to qualified teachers.
- Provide professional development opportunities for teachers to meet the needs of specific sub-groups.

Professional Development Team:

- Delivers high-quality PD Virtually.
- Coordinates high-quality PD.

Instructional Coaches and ignite demonstration teacher

- Regularly visit, monitor and provide on-the-spot training using the coaching continuum. Completed through online observations.
- Offer professional development sessions based on specific needs identified throughout the school year

-Educator Support Program: ESP is the School District of Palm Beach County's formal program of support for newly hired educators. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

Systems of support include

- support team
- staff development opportunities
- supports teachers through the coaching continuum (Literacy & Math)
- observations,
- conferences, and
- written and oral feedback.

-ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. ongoing support for teacher with three years or less professional teaching experience.

- Opportunities for part-time pay such as: tutorials, team leaders, department heads, clubs and activities, collaborative planning, and opportunities to present trainings to our staff.

