
Title I Comprehensive Schoolwide Plan
JOHN F. KENNEDY MIDDLE SCHOOL (0201)

ELA

1. List prioritized needs statements.

Fewer than 45% of students in grades 6th-8th are performing at proficiency on FAST PM1 and PM1. ELL in ELA are 27% proficient. Need to continue to implement strategies to support ELL students. ESE in ELA are 37% proficient. Need to continue to implement strategies to support ELL students.

2. List the root causes for the needs assessment statements you prioritized.

Students are given periodic academic support through small group pullout opportunities with their regular teacher as with academic tutors, but these times are not always consistent, nor do they provide what the single student needs. The state has adopted new English Language Arts(ELA) standards, but the teachers are unfamiliar. The standards incorporate a number of new literary devices and nuances. Additionally, for each content area, students should have workbooks to keep in order to practice for upcoming assessments as a remediation. - Lack of foundational skills (phonics, decoding strategies, vocabulary development) - Lack of reading stamina and love of reading is not developed - Lack of ability to think critically - Lack of teacher knowledge of the reading process and standards - Lack of use of engagement strategies to engage students - Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - Lack of time and personnel to provide additional interventions for students - Lack of parent knowledge of how to support learning at home - Parents are unfamiliar with the literacy strategies to support learning at home

3. Share possible solutions that address the root causes.

Purchase of research-based tailored/specific software programs, resources, and materials. Professional development supports the new BEST standards and best practices in literacy. Specific trainings include: The science of reading Foundational reading skills, including phonemic awareness, encoding, and decoding Vocabulary development and oral language development Intervention for struggling readers Multi-tiered systems of support Reading fluency Training through the University of Florida Literacy Institute would be ideal. Offer opportunities for teachers to peer/co-teach within the content area(s). Students need to be able to receive adequate remediation of standards in a flexible setting to increase their proficiency level. 100% of ELA teachers have not received adequate training surrounding the BEST standards. As a result, teachers need training and support to better teach and support students and train parents on methods to support learning at home. Need Peer tutor for Reading/ELA classes for pullout activities In the case of ESOL students, teaching English Language Learners (ELL) requires general language acquisition strategies and specific ELA content adaptations. By those means, it is necessary to create a supportive and inclusive environment, which builds background and context knowledge. Also, it is important to give those ELLs access to glossaries in each content area, as well as, adaptive literary texts. Provide extended learning opportunities through tutorial programs (morning, during the day, afterschool, Saturdays, Thanksgiving Break, Spring Break, Summer) for EA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 6-8 Provide additional staff to support interventions in a small group setting (resource teachers, paras, tutors). Provide additional staff to teachers in the delivery of instruction, interventions, collaborative planning, conferences to increase student achievement. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home. Maximize students' efforts by leveraging technology use inside and outside of the classroom to reinforce learning (Chromebooks, chargers, online subscriptions - i.e. IXL, Book Taco). Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (i.e. workbooks, chart paper, whiteboards, dictionaries)

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

• Communication

The school will communicate with parents through Parentlink emails and text message communication system. We strive to ensure teachers communicate with families on a regular basis to keep them informed and to have parent support learning. Continue to communicate with families on a regular basis.

• Parent Training

Parent Trainings will be offered to support parents/families as they work with their students at home focused on sharing online resources and programs students can access at home to support learning. The school will conduct parent training and/or provide support to parents to assist with understanding and at home support of the new standards. This support will be in person or online.

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

• School

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work Provide an online option for all parent trainings and meetings including SAC. Share information with parents of programs students can access at home to support learning.

• Students

Students will... utilize adaptive software and share with parent's communications sent home. Use programs at home to support learning.

• Parents

Parents will... attend trainings and utilize resources provided as well as ensure students participate in extended learning opportunities. Support learning by accessing programs students can use at home

• Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)
The school will provide staff trainings to assist teachers with better understanding how to support families or to assist with understanding various methods and techniques available to increase parent engagement. Specific trainings include: The science of reading Foundational reading skills, including phonemic awareness, encoding, and decoding Vocabulary development and oral language development Intervention for struggling readers Multi-tiered systems of support Reading fluency

• Accessibility

The school will provide as needed: language support, ADA compliance access and flexible delivery methods and times. Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work Provide an online option for all parent trainings and meetings including SAC. We strive to ensure families receive the accommodations needed to support them in their engagement with their child's education.

Math

1. List prioritized needs statements.

Based on FY24 FAST Data, we earned less than 40% proficiency In Math for all sub-groups. Our goal is to increase Math Proficiency to 55% on the FAST-PM 3 Assessment for the FY25 School Year. Our goal this year is to increase learning gains by 15%. ELL in Math is 45% proficient students. Need to continue to implement strategies to support ELL students. ESE in Math is 52% proficient . Need to continue to implement strategies to support ELL students.

2. List the root causes for the needs assessment statements you prioritized.

Minimal math support for our ESE sub-group Students lacking math foundational skills and prerequisites from prior grade level(s) Teachers do not understand teaching pedagogy and implementing instructional strategies with fidelity. PD Support for all Math 6th-8th Teachers on skills, ESE strategies, and Instructional Delivery on new State benchmarks. Lack of Student Engagement with our students scoring at threshold or below. Lack of fidelity in tracking student performance and remediating weak benchmarks - Lack of teacher knowledge of the math standards - Lack of use of engagement strategies to engage students - Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - Lack of time and personnel to provide additional interventions for students - Lack of parent knowledge of how to support learning at home - Parents are unfamiliar with the literacy strategies to support learning at home

3. Share possible solutions that address the root causes.

Mandatory Tutorial twice weekly - Options include Morning, After-school, and Saturday Math Tutorial. Give incentives for attending at least twice a week. Curriculum-based PD by State and District Curriculum Specialists on how to implement new state-required benchmarks. Share learning strategies that work in the classroom during PLCs to better support all students. Focus on standard-based concepts/strategies to create an engagement plan/approach for students who are underperforming(not meeting standards). Small Group Instruction, reinforcing concepts and prior knowledge after the focus lesson. Offer Pull-Outs during Elective classes with certified History Teachers to scaffold instruction for students who are habitually missing Civics class. Utilize the RIM-Rotational Instructional Model in all math classes to support all sub-groups. Implement the Co-Teaching Model in classes to provide support and opportunities to model for struggling teachers using the gradual release model. Math Coach will use the Coaching Cycle to build capacity in organization, pedagogy, instructional delivery, and overall support to teachers. Utilize AI and technology to differentiate further and address specific student needs Maximize students' efforts by leveraging technology use inside and outside of the classroom to reinforce learning (Chromebooks, chargers, online subscriptions - i.e. IXL). Math madness (School-wide initiatives). Provide additional staff to support interventions in a small group setting (resource teachers, paras, tutors). Provide additional staff to teachers in the delivery of instruction, interventions, collaborative planning, conferences to increase student achievement. Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (i.e. manipulatives, calculators, chart paper, whiteboards,) Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home.

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

- Communication

Communication with families ongoing through parentlink, flyers, the marquee and pickup signage. We strive to ensure teachers communicate with families on a regular basis to keep them informed and to have parent support learning. Continue to communicate with families on a regular basis.

- Parent Training

Parent Trainings will be offered to support parents/families as they work with their students at home focused on sharing online resources and programs students can access at home to support learning.

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

- **School**

School will... provide parents with training, resources and immediate academic support at home using district provided resources. Share information with parents of programs students can access at home to support learning.

- **Students**

Students will... provide parents with training, resources and immediate academic support at home using district provided resources. Use programs at home to support learning.

- **Parents**

Parents will... provide parents with training, resources and immediate academic support at home using district provided resources. Support learning by accessing programs students can use at home

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families staff will participate in quality training throughout the year to specifically target struggling readers. To assist teachers in understanding how to better engage families provide if possible outside trainers will be to teach staff alternative methods to engage parents. The school will provide staff trainings to assist teachers with better understanding how to support families or to assist with understanding various methods and techniques available to increase parent engagement.

- **Accessibility**

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work Provide an online option for all parent trainings and meetings.

Science

1. List prioritized needs statements.

8th grade science test scores have gone from 11% proficiency in 2019 to 24% proficiency in 2021 and 31% in 2022. In 2024, our science proficiency increased by 5% (27%).

2. List the root causes for the needs assessment statements you prioritized.

Minimal science support for all student subgroups Students lacking science foundational skills and prerequisites from prior grade level(s) Teachers struggle with implementing rigor aligned with benchmarks in addition to establishing foundational skills. PD Support for all Science 6th-8th Teachers on skills, ESE strategies and Instructional delivery on new State benchmarks. Lack of Student Engagement with our students scoring at threshold or below. Over 50% of students reading below grade level therefore lacking the skills to complete complex tasks Students lack real world connections to science and scientific application in life. - Lack of use of engagement strategies to engage students - Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - Lack of time and personnel to provide additional interventions for students - Lack of parent knowledge of how to support learning at home - Parents are unfamiliar with the literacy strategies to support learning at home

3. Share possible solutions that address the root causes.

We now need our teachers to be exposed to nationally accepted teaching and technology strategies for continued growth. Tutorials that will incorporate science experiments, complex tasks, appropriate rigor within topics, and review of taught material. Purchase materials to support comprehensive understanding of topics, including but not limited to - models, lab kits, technological programs, and gadgets. PD support for all 6th - 8th grade Science teachers Adaptive technology that will emphasize practice, review, and enrichment of standards and benchmarks. Tutors to support small group instruction and reading comprehension of science related material. Increase real world connections by increasing/expanding science related field trips to reflect concept related applications beyond the classroom. Provide extended learning opportunities through tutorial programs (morning, during the day, afterschool, Saturdays, Thanksgiving Break, Spring Break, Summer) for Science to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 6-8 Provide additional staff to teachers in the delivery of instruction, interventions, collaborative planning, conferences to increase student achievement. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home. Maximize students' efforts by leveraging technology use inside and outside of the classroom to reinforce learning (Chromebooks, chargers, online subscriptions - i.e. Gizmo, BrainPop, Penda). Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (i.e. manipulatives, materials for experiments,)

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

- **Communication**

Communication with families ongoing through parentlink, flyers, the marquee and pickup signage. We strive to ensure teachers communicate with families on a regular basis to keep them informed and to have parent support learning. Continue to communicate with families on a regular basis.

- **Parent Training**

Parent Trainings will be offered to support parents/families as they work with their students at home focused on sharing online resources and programs students can access at home to support learning. Continue Parking Lot Trainings and provide an online option and preregistration. To support math at home will be provided in person or online. When available resources will be uploaded to the schools website. These resources will be communicated in through parentlink

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

- **School**

School will... provide parents with training, resources and immediate academic support at home using district provided resources. Share information with parents of programs students can access at home to support learning.

- **Students**

Students will... provide parents with training, resources and immediate academic support at home using district provided resources. Use programs at home to support learning.

- **Parents**

Parents will... provide parents with training, resources and immediate academic support at home using district provided resources. Support learning by accessing programs students can use at home

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families staff will participate in quality training throughout the year to specifically target struggling readers. To assist teachers in understanding how to better engage families provide if possible outside trainers will be to teach staff alternative methods to engage parents. The school will provide staff trainings to assist teachers with better understanding how to support families or to assist with understanding various methods and techniques available to increase parent engagement.

- **Accessibility**

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work Provide an online option for all parent trainings and meetings.

Social Studies

1. List prioritized needs statements.

Student proficiency on the winter diagnostic is 44%, based on the data students need additional support in the area of activating prior knowledge in all levels of social science courses, as well as remediation of previously taught standards. 73% of students taking the Civics end of course exam are reading below grade level based on PM2 ELA data. Social Science requires students to read and understand various primary text & historical documents.

2. List the root causes for the needs assessment statements you prioritized.

Elementary schools focus heavily on ELA and Math so students do not receive adequate instruction in social studies. In addition, our students are not exposed to real life opportunities to explore historical concepts. Given the lack of focus on social science in primary education, by the time students get tested in 7th grade Civics they have to master 40 benchmarks in one school year. This is the longest and most rigorous assessment students have had to take up to this point. Given the low reading levels teachers need to use various strategies and engagement platforms to help students retain information and to track student progress. New teachers need professional development on established practices for teaching Civics - Lack of reading stamina and love of reading is not developed - Lack of ability to think critically - Lack of teacher knowledge of the reading process and standards - Lack of use of engagement strategies to engage students - Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - Lack of time and personnel to provide additional interventions for students - Lack of parent knowledge of how to support learning at home - Parents are unfamiliar with the literacy strategies to support learning at home

3. Share possible solutions that address the root causes.

Purchase school accounts for ed tech resources to remediate and enrich student learning. (Quizizz, Quizlet Plus, Nearpod, Blooket, Kahoot, PearDeck) This will assist teachers with differentiation, engagement, and tracking student progress, especially ELL and ESE students. These programs allow teachers to monitor student progress and learning actively, making data collection and remediation more accessible. Purchase globes for social studies classrooms to assist ESE and ELL students with geographical and spatial awareness. Concrete/tangible items help ESE and ELL students connect with content in a kinesthetic way. Purchase poster boards, pencils, colored pencils, markers, water-based paint, paint brushes, cups/containers with lids, spiral and composition notebooks for interactive assignments, and folders for student portfolios. Professional development opportunities for teachers outside of the school/district/state. Allow the students to experience a real world application of civic engagement by providing a field trip to Florida's Capitol building during the 2026 Legislative Session. The students would also tour our Supreme Court, giving them exposure on the application and interpretation of laws that are passed. This experience would expose them to the difference between state and federal government, and an understanding of federalism. Provide extended learning opportunities through tutorial programs (morning, during the day, afterschool, Saturdays, Thanksgiving Break, Spring Break, Summer) for Civics/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 6-8 Provide additional staff to teachers in the delivery of instruction, interventions, collaborative planning, conferences to increase student achievement. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home. Maximize students' efforts by leveraging technology use inside and outside of the classroom to reinforce learning (Chromebooks, chargers, online subscriptions - i.e. Quizlets). Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (i.e. chart paper, whiteboards)

4. How will school strengthen the PFEP to support Social Studies?

- Communication

The school will communicate with parents through Parentlink emails and text message communication system. We strive to ensure teachers communicate with families on a regular basis to keep them informed and to have parent support learning. Continue to communicate with families on a regular basis.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies) History/Cultural Appreciation Night to engage families on concepts learned in the classroom. Parent Trainings will be offered to support parents/families as they work with their students at home focused on sharing online resources and programs students can access at home to support learning.

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

- **School**

School will... provide parents with training, resources and immediate academic support at home using district provided resources. Share information with parents of programs students can access at home to support learning.

- **Students**

Students will... utilize adaptive software and share with parent's communications sent home. Use programs at home to support learning.

- **Parents**

Parents will... attend trainings and utilize resources provided as well as ensure students participate in extended learning opportunities. Support learning by accessing programs students can use at home

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies) PD on Civil Discourse to facilitate healthy discussion on relevant content. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) The school will provide staff trainings to assist teachers with better understanding how to support families or to assist with understanding various methods and techniques available to increase parent engagement.

- **Accessibility**

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work the school will provide online resources on the schools website.

Acceleration Success

1. List prioritized needs statements.

Currently less than 25% of the 7th and 8th grade students are enrolled in accelerated courses, this can be attributed to students not acquiring the foundational knowledge from prior years in Math Academia, and a lack of parental support academically and financially. The lack of support affects student motivation within the course and affects how prepared students are with materials needed to be successful. Some of the tools that are NEEDED for deepening comprehension is the purchase and the use of a scientific calculator (TI 30xa), which can only be used in the Accelerated courses like Algebra 1 and Geometry Honors.

2. List the root causes for the needs assessment statements you prioritized.

The Accelerated Math classes use technology (laptops and calculators) on a daily basis for computations. Students are not able to remediate and practice assessment type questions because they are lacking the proper tools for solving at home. Many try to use their phone's calculators which do not give a correct interpretation of the correct answer. Parents are not purchasing the items needed for student success. Students do not complete homework because they do not have the correct calculators and there is no parent push for them to complete their assignments, especially if the students' grades are passing (D or higher). To promote uniformity, rote utilization, and comfortability with the state approved calculator students should be practicing using the specified calculator and tools needed for success. A program needs to be in place to incentivize Latinos, Hispanics, ESE, and SWD students for attending school each day, and thriving academically more than the other ethnicity groups present in Acceleration. - Lack of parent knowledge of how to support learning at home - Parents are unfamiliar with the literacy strategies to support learning at home

3. Share possible solutions that address the root causes.

120 students enrolled in Accelerated Math for the SY25 - 50 student calculators were disbursed to meet student academic needs at home and in the classroom. Students are able to check out calculators for daily use within the classroom if personal devices are forgotten. All Accelerated students received their district approved one to one devices in January of 2025. Incentivize top achievers with technology room visits, certificates, have translators call home with good news and praises on my behalf. During, 4th period, spend 15 minutes talking to students as a class about their day, their individual interests, their academics and things they feel that they can work on being IB learners. These activities will help with building rapport between student and teacher. Provide extended learning opportunities through tutorial programs (morning, during the day, afterschool, Saturdays, Thanksgiving Break, Spring Break, Summer) for Math to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 6-8 Provide additional staff to teachers in the delivery of instruction, interventions, collaborative planning, conferences to increase student achievement. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home. Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (i.e. chart paper, calculators)

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

Communication with families newsletter, flyers and tagged parent link and curriculum guide uploaded to the website We strive to ensure teachers communicate with families on a regular basis to keep them informed and to have parent support learning. Continue to communicate with families on a regular basis.

- **Parent Training**

Parent Trainings will be offered to support parents/families as they work with their students at home focused on sharing online resources and programs students can access at home to support learning.

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

- **School**

- The school will...create opportunities for parents to view the portal on the days when they pick up student schedules, so they are aware of what to look for when their student is working. Share information with parents of programs students can access at home to support learning.

- **Students**

- Students will...with one to one devices students will be more engaged in the learning process because they will have extra support outside of the classroom. Use programs at home to support learning.

- **Parents**

Parents will...implement schedules at home of at least 20 mins of review academic/ homework time that will foster academic success. Support learning by accessing programs students can use at home

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. The school will provide staff trainings to assist teachers with better understanding how to support families or to assist with understanding various methods and techniques available to increase parent engagement.

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work. The school will work to provide online assistance as well as translators and flexible meeting times.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: \$158,089.00

Acct Description	Description									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="407 1094 1434 1187">Item</th> <th data-bbox="1434 1094 1581 1187">Quantity</th> <th data-bbox="1581 1094 1759 1187">Rate</th> <th data-bbox="1759 1094 1890 1187">Type</th> <th data-bbox="1890 1094 2024 1187">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	Blooket - to support social studies standards for students in grades 6-8 for enrichment and remediation / School site license	1	\$180.00	Original	\$180.00					
IXL - To reinforce Math and ELA standards for instruction and progress monitoring for students in grades 6-8 (enrichment and remediation) / School site license	1	\$14,450.00	Original	\$14,450.00						

Acct Description	Description																											
	<table border="1"> <thead> <tr> <th data-bbox="407 201 1434 274">Item</th> <th data-bbox="1434 201 1581 274">Quantity</th> <th data-bbox="1581 201 1759 274">Rate</th> <th data-bbox="1759 201 1887 274">Type</th> <th data-bbox="1887 201 2022 274">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total																						
Item	Quantity	Rate	Type	Total																								
	Quizlet - to support social studies standards for students in grades 6-8 / School site license	1	\$535.00	Original	\$535.00																							
	Gizmos - to support Science standards providing Science activities and interactive simulations for grades 6-8 for enrichment and remediation / School site license	1	\$2,500.00	Original	\$2,500.00																							
	Book Taco - To reinforce reading standards, independent reading, for students in grades 6-8 for enrichment and remediation / School site license	1	\$4,355.00	Original	\$4,355.00																							
	Penda Learning - To support Science standards providing Science activities and interactive simulations for grades 6-8 and bring inquiry and rigor to learning for all students, including English learners and those with special needs. / School site license	1	\$3,500.00	Original	\$3,500.00																							
Extra Periods	Intermittent extra periods will allow teachers to provide tutoring during their planning to students (Lv. 1 and Lv. 2), based on data, to increase student achievement in grades 6-8 and in all content areas. / Tentative start date September 2025 (4 teachers / 2 days a week / 1 period per day / 15 weeks / \$37.00 an hr.)																											
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="407 1040 1194 1133">Item</th> <th data-bbox="1194 1040 1341 1133">Quantity</th> <th data-bbox="1341 1040 1457 1133">Rate</th> <th data-bbox="1457 1040 1556 1133">Days</th> <th data-bbox="1556 1040 1671 1133">Hours</th> <th data-bbox="1671 1040 1793 1133">Weeks</th> <th data-bbox="1793 1040 1925 1133">Type</th> <th data-bbox="1925 1040 2022 1133">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total																			
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total																					
	Seven (7) Sub days coverage for the Title I funded Classroom Teacher position (Reading Position #20004368)	1	\$21.00	7	6.5	1	Original	\$933.00																				
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="407 1305 940 1398">Item</th> <th data-bbox="940 1305 1087 1398">Quantity</th> <th data-bbox="1087 1305 1220 1398">Rate</th> <th data-bbox="1220 1305 1318 1398">Days</th> <th data-bbox="1318 1305 1434 1398">Hours</th> <th data-bbox="1434 1305 1556 1398">Weeks</th> <th data-bbox="1556 1305 1703 1398">Certified</th> <th data-bbox="1703 1305 1887 1398">Type</th> <th data-bbox="1887 1305 2022 1398">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																		
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																				
	Certified Teachers will support at risk students (Lv.1, Lv.2) in grades 6-8 in all content areas through a Saturday	3	\$37.00	1	4	17	Certified	Original	\$7,548.00																			

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Tutorial Program to reinforce standards and increase student achievement through a small group model of support. / Tentative start date is September 2025									
	BT 514600 Amendment #5 - EXTENDING Existing tutorial and HC by 6	6	\$37.00	2	1.5	9	Certified	Amendment	\$5,994.00	
	*BT 515284 Amendment is Reversing line #2	6	-\$37.00	2	1.5	9	Certified	Amendment	-\$5,994.00	
Classroom Teacher	The Reading Classroom Teacher will provide intensive reading support for level 1 and level 2 students in grade 6-8. Serving level 1 and level 2 students. This 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.									
Supplies	Item	Quantity	Rate	Supply Type	Type	Total				
	Copy paper to support delivery of instruction and student learning (6-8) for classroom		128	\$35.00	General Supplies	Original	\$4,480.00			
	Ink to support student engagement to print the engagement cards		1	\$1,000.00	Technology	Original	\$1,000.00			
	Paperclips		1	\$1.75	General Supplies	Original	\$1.75			
	Dry erase markers (multi-color) for students and teachers (thin ones and standard size)		1	\$474.29	General Supplies	Original	\$474.29			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Individual whiteboards (pack of 48)	5	\$112.00	Manipulatives	Original	\$560.00
	Classroom Pocket Chart for Cellphone and Calculator holder, 36 Hanging Wall or Door Organizer (36 Pocket) to support student engagement	58	\$8.00	General Supplies	Original	\$464.00
	Film, Laminating - 25" Laminator, 1.5 Mil, 2-500 Rolls Supplied by Supply Warehouse Laminating Paper (pack of 2 rolls) to support student engagement (engagement cards)	4	\$110.99	General Supplies	Original	\$443.96
	Copy paper to support delivery of instruction and student learning (6-8) for tutorial	15	\$35.00	General Supplies	Original	\$525.00
	Color paper to support delivery of instruction and student learning	12	\$16.00	General Supplies	Original	\$192.00
	Adjustment - benefits credit and final allocation	1	\$10,776.00	General Supplies	Other	\$10,776.00
	BT 514600 Amendment 5 Increasing line for paper	1	\$92.00	General Supplies	Amendment	\$92.00
	*BT 515284 Amendment 13 REMOVING line 4	1	-\$92.00	General Supplies	Amendment	-\$92.00
Computer HW; cap	Item	Quantity	Rate	Type	Total	
	Adapt4 USB-C Charging Station / Charging stations to charge laptops to have them ready for students to use in the classroom daily.	3	\$1,153.00	Original	\$3,459.00	

Acct Description	Description
Extra Periods	An extra period supplement will allow a classroom teacher to take on an additional course in their schedule. The extra course will allow the school to offer Course Credit Recovery for grades 6-8 in all content areas (based on student needs) to increase student achievement. (A. Burrs)

Action Step: Professional Learning

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$301,391.00

Acct Description	Description
Coach	The Reading Coach will support ELA teachers in the implementation of strong and effective reading instruction in grades 6-8 through the implementation of the coaching cycle (planning, modeling, observing, data disaggregation, and providing feedback)
Coach	The Reading Coach will support ELA teachers in the implementation of strong and effective reading instruction in grades 6-8 through the implementation of the coaching cycle (planning, modeling, observing, data disaggregation, and providing feedback)
Coach	The Math Coach will support Math teachers in the implementation of strong and effective math instruction in grades 6-8 through the implementation of the coaching cycle (planning, modeling, observing, data disaggregation, and providing feedback)
Tch Res Staff Development	The Professional Learning (PL) Resource Staff Developer will provide support for teachers in grades 6-8 to implement standards based lessons (ELA/reading) through PLC, PLDs, coaching and build teachers' capacity

Acct Description	Description																		
	to deliver effective standards based instruction. 0.75 FTE (30 hrs)																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="449 233 1230 310">Item</th> <th data-bbox="1230 233 1377 310">Quantity</th> <th data-bbox="1377 233 1535 310">Rate</th> <th data-bbox="1535 233 1772 310">Supply Type</th> <th data-bbox="1772 233 1902 310">Type</th> <th data-bbox="1902 233 2022 310">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type	Type	Total			
	Item	Quantity	Rate	Supply Type	Type	Total													
	Ink (all colors) to support collaborative planning throughout the year	1	\$1,000.00	Technology	Original	\$1,000.00													
Copy paper for collaborative planning	12	\$35.00	General Supplies	Original	\$420.00														
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="449 570 1415 646">Item</th> <th data-bbox="1415 570 1562 646">Quantity</th> <th data-bbox="1562 570 1740 646">Rate</th> <th data-bbox="1740 570 1887 646">Type</th> <th data-bbox="1887 570 2022 646">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total														
	Summer Bureau of Standards and Instructional Support (BSIS) Professional Learning Events / Orlando, FL / July 22-24th, 2025 / Staff will come together for explicit, systematic training on the content and implementation of Florida's state academic standards for: Civics; Computer science; Exceptional Student Education (ESE), Leadership; Mathematics; Personal Financial Literacy; Resiliency and Health Education; Resiliency and Physical Education; and Social studies, that support the School Improvement Model. / 2 APs, ESE Coord., 6 teachers (Registration - \$0 / Transportation - \$155.00 / Lodging - \$510.00 / Per Diem - \$184.00)	9	\$849.00	Original	\$7,641.00														
BT 516428 Reducing budget line - Did not attend conference* review notes for information	1	-\$4,500.00	Budget Transfer	-\$4,500.00															
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="449 1230 1016 1307">Item</th> <th data-bbox="1016 1230 1163 1307">Quantity</th> <th data-bbox="1163 1230 1289 1307">Rate</th> <th data-bbox="1289 1230 1383 1307">Days</th> <th data-bbox="1383 1230 1499 1307">Hours</th> <th data-bbox="1499 1230 1625 1307">Weeks</th> <th data-bbox="1625 1230 1772 1307">Certified</th> <th data-bbox="1772 1230 1898 1307">Type</th> <th data-bbox="1898 1230 2022 1307">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Teachers in grades 6-8 will work together to conduct data analysis, create instructional calendars, create lesson plans, identify resources to support delivery of instruction and support	64	\$25.00	1	5	1	Certified	Original	\$8,000.00											

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	student learning in grades 6-8 and all content areas (ELA, Math, Science, and Social Studies) outside contract hours. / Tentative start date is July 2025									
Single School Culture Coordinator	Single School Culture Coordinator will support all teachers in grades 6-8 to implement strong systems for academics, behavior, climate, and culture to result in high academic achievement in all content areas and positive youth development (PLCs, PLDs, coaching, modeling, observation, collaborative planning, etc.) 216 days									

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$10,401.50

Acct Description	Description						
Supplies	Item	Quantity	Rate	Supply Type	Type	Total	
	Woodburn Press - Guiding Your Student to School Success (pack of 25) to support parent engagement	35	\$25.00	Program Supplies	Original	\$875.00	
	Index Cards to use for parent trainings to support learning (grades	15	\$4.00	General	Original	\$60.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	6-8 and all content areas)			Supplies		
	Copy Paper to use for communication and parent trainings to support learning (grades 6-8 and all content areas use for parent trainings to support learning (grades 6-8 and all content areas	16	\$35.00	General Supplies	Original	\$560.00
	Color Paper to use for communication and parent trainings to support learning (grades 6-8 and all content areas	25	\$12.00	General Supplies	Original	\$300.00
	Chart Paper Markers to use for parent trainings to support learning (grades 6-8 and all content areas	10	\$8.00	General Supplies	Original	\$80.00
	Film, Laminating - 25" Laminator, 1.5 Mil, 2-500 Rolls Supplied by Supply Warehouse Laminating Paper (pack of 2 rolls) for parent trainings	4	\$40.00	General Supplies	Original	\$160.00
	Folders to use for parent trainings/meetings to support learning (grades 6-8 and all content areas	10	\$36.00	General Supplies	Original	\$360.00
	PAPER FLIP CHART 3M 25X30 UNRULED WHITE 40 SHTS PK OF 2 to use for parent trainings to support learning (grades 6-8 and all content areas	10	\$53.00	General Supplies	Original	\$530.00
	Pens 12ct Case of 10 to use for parent trainings to support learning (grades 6-8 and all content areas	2	\$30.00	General Supplies	Original	\$60.00
	Ziplock Bags- Gallon to use for parent trainings to support learning (grades 6-8 and all content areas)	15	\$6.00	General Supplies	Original	\$90.00
	Pens	1	\$3.25	General Supplies	Original	\$3.25

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type	Total				
	Adjustment - benefits credit and final allocation	1	\$72.25	General Supplies	Other	\$72.25				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total					
	Translation devices - will be used by faculty and staff to communicate with parents. Use will include parent conferences, IEP meetings and PFE trainings	15	\$300.00	Budget Transfer	\$4,500.00					
Computer HW; cap	Item	Quantity	Rate	Type	Total					
	Interpretation System to support parent trainings/meetings to increase parent engagement (6-8)	1	\$1,799.00	Original	\$1,799.00					
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Staff will support parent trainings to increase parent knowledge and engagement to increase student achievement in ELA, Math, Science, and Social Studies for students in grades 6-8 (per PFEP)	5	\$25.00	2	2	1	Certified	Original	\$500.00	
	CLF to support parent trainings to increase parent knowledge and engagement for students in grades 6-8 (per PFEP) - Spanish & Creole	2	\$27.00	2	1	2	Non-Certified	Original	\$212.00	

Mission Statement

1. 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

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
Benita Derico-Owen	Assistant Principal
Ranada Rainey	Parent
Laura Robinson	Parent
Predmo Belin	Parent

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

Stakeholders met on various dates to create the School wide Plan through the CNA process. Stakeholder involvement will be facilitated through SWP planning meetings to develop a schoolwide plan (CNA/SWP/PFEP) scheduled for February 27, 2025 at 6:30 p.m. The first meeting starts with our leadership team (1/6/25), next with our staff (1/14/25), and lastly with the parents/community (2/27/25) to seek input on creating our plans. Stakeholders will have opportunities to share feedback/input with discussion being captured through the Recording Template. This year Parents' feedback and input is recorded and documented during our 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. The Staff CNA meeting took place January 14th and the Parent meeting took place in February, 27, 2025.

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

During the SY 25 CNA process, we discussed ways that we could improve parent engagement on our campus and communicate effectively with all stakeholders. Suggestions from stakeholders were to use funds for supplies to support trainings and communication, a system to support communication, and staff to support parent meetings/trainings. 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.

Name	Title
Ricky Clark	Principal
Rachelle Petit-Homme	Assistant Principal
Timothy Nance	Assistant Principal
Monique Foushee	Assistant Principal
Mireille Paul	Parent
Benita Derico-Owen	Assistant Prinicpal
Ranada Rainey	Parent

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

September 9, 2025

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Let Literacy Lead

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be taught how to support families in incorporating reading and vocabulary into all content areas to provide additional support to struggling students within our targeted subgroups.

- What is the expected impact of this training on family engagement?

We expect parent to be able to understand how to pull vocabulary out of all content areas in day to day task at home in order to increase students achievement.

- What will teachers submit as evidence of implementation?

Teachers will provide a print of of the sis communication log, as well as samples of conference notes stating strategies shared with families and samples of the handouts, completed activities shared with families when possible.

- Month of Training

September

- Responsible Person(s)

Monique Foushee

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Oh the Places You Will Go

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be immersed in various real world activities and experiences within palm beach county. Teachers will become more familiar with connecting content areas (reading, math, science, social science and acceleration) to real world local places in an effort to be able to show parents how to make real life experiences more relatable and the vocabulary more of a focus when out in every day community locations.

- What is the expected impact of this training on family engagement?

Teachers will provide parents with helpful tips to hone in on academic and real world vocabulary to extended learning outside of school.

- What will teachers submit as evidence of implementation?

Teachers will provide samples of conference notes stating strategies shared with families and samples of the handouts, completed activities shared with families.

- Month of Training

February

- Responsible Person(s)

Monique Foushee

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

The In's and Out's of Middle School and School District Technology

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to access student grades, attendance and test scores and communicate directly with teachers through SIS Gateway. As well as how to navigate through school district resources provided in the portal.

- Describe the interactive hands-on component of the training.

Parents will use their smartphones to connect to SIS Gateway and practice navigating it and using it to communicate with their child's teachers.

- What is the expected impact of this training on student achievement?

Parents will now be able to directly monitor their students' progress in each class and email the teachers directly if they have questions.

- Date of Training

October

- Responsible Person(s)

Monique Foushee

- Resources and Materials

Presentation, handouts, mobile devices

- Amount (e.g. \$10.00)

200.

3. Parent and Family Capacity Building Training #2

- Name of Training

Level Up

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about the state testing, quality points, state mandates, requirements for promotion and choice programs. Parents will be able to monitor their child progress towards promotion as well as understand how the school earns a learning gain and how many points their child needs. They will also learn about resources to support their child's learning.

- Describe the interactive hands-on component of the training.

Parents will manually go over data and be shown how to pull their child's test scores in SIS. Parents of 8th grade students will be able to go into the districts portal to complete the choice lottery process. The training builds on the previous training.

- What is the expected impact of this training on student achievement?

We expect parents to be able to better understand and track their child's progress towards proficiency and play a pivotal role in ensuring their future success. As well as meet district deadlines for Choice Programs.

- Date of Training

December

- Responsible Person(s)

Monique Foushee

- Resources and Materials

District Pupil Progress Packet, SIS access, TIDE access, District portal access, and computers.

- Amount (e.g. \$10.00)

200.

5. Parent and Family Capacity Building Training #3

- Name of Training

n/a

- What specific strategy, skill or program will parents learn to implement with their children at home?

n/a

- Describe the interactive hands-on component of the training.

n/a

- What is the expected impact of this training on student achievement?

n/a

- Date of Training

n/a

- Responsible Person(s)

n/a

- Resources and Materials

n/a

- Amount (e.g. \$10.00)

n/a

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

Provide collaboration, communication and ongoing support to families by providing housing support, meal support, bus passes, clothing and counseling.

- Based on the description list the documentation you will provide to showcase this partnership.

Log of families who receive supplies, documentation in SIS, parent communication logs, flyers of resources, emails

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

DATA (Drug Abuse Treatment Association)

- Describe how agency/organization supports families.

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).

- Based on the description list the documentation you will provide to showcase this partnership.

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.

- Frequency

CMHP provides on-campus individual counseling and teletherapy weekly. Other services are provided as needed.

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Palm Beach County Food Bank

- Describe how agency/organization supports families.

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.

- Based on the description list the documentation you will provide to showcase this partnership.

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,

- Frequency

On-going throughout the year.

Communication

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.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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.

- **List evidence that you will upload based on your description.**

Sign in sheets, phone call out, school website, scripts/transmissions. Flyers and school newsletter, Social Media (Twitter) and letters. {In all languages}

- **Description**

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.

- **List evidence that you will upload based on your description.**

Curriculum PowerPoint during Viking Bash, school website, flyers, Curriculum Nights PowerPoint, handout, and IEPs, LEPs, SIS Gateway, parent conferences.

- **Description**

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.

- **List evidence that you will upload based on your description.**

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

- **Description**

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.

- **List evidence that you will upload based on your description.**

Meeting/conferences invitations and sign in sheets, marquee photos, phone call out, school website, scripts/transmissions, flyers, letters, text messaging, social media

- **Description**

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 in person and will also be offered virtually for certain trainings at an alternate time. We 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.

- **List evidence that you will upload based on your description.**

Flyers, conference invitations, links to virtual meetings, phone call out, conference notes, marquee, attendance, Google Meet Attendance/ Sign-in, Recording of meetings.

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

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.

- **List evidence that you will upload based on your description.**

Conference notes and translated documents (Flyers, call-outs, meeting agendas, invitations/letters, parent-school compact, PFEP summary, and academic reports in all languages)

- **Description**

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.

- **List evidence that you will upload based on your description.**

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.

- **Description**

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.

- List evidence that you will upload based on your description.

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.

- Description

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. Parents are invited to all virtual and live meetings. 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 ESE Coordinator, Counselor, and McKinney-Vento department as needed. The school will coordinate with the McKinney-Vento Department as needed to provide additional support to our families experiencing homelessness.

- List evidence that you will upload based on your description.

Emails or forms referring families to the McKinney-Vento department, flyers of services, and home visits forms, Log of distributions (uniforms and school supplies). McKinney Vento flyers of services provided in all languages.

Other Activities

1. Activity #1

- Name of Activity

Community Partnership Schools Parent Engagement Activities

- Brief Description

John F Kennedy has been approved for the Community Partnership School Grant. One of the pillars of the programs structure involves parent engagement. Families will be invited on campus to take part in various parent trainings.

2. Activity #2

- Name of Activity

Viking Bash Health Fair

- Brief Description

Through our MOU with CPS we have developed a health fair to take place during Viking Bash. This health fair is open to the general community. During the health fair students from the area will be able to get school physicals, immunizations, eye exams, hearing screening, as well as mental health referrals and dietary planning with licensed clinicians.

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

1. Guidance Counselors hold small groups for students focusing on divorce, grief, academic success, and attendance, bullying and Skills for Learning and Life (SLL). 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 Skills for Learning and Life (SLL) 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 Skills for Learning and Life (SLL) 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 Skills for Learning and Life (SLL) 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

1. SBT/MTSS Implementation

-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 students is not making progress, then they 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. A instruction plan is developed for the student, and the progress monitored for 6-8 weeks to determine if Tier 3 is necessary or if the students 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

1. Well-Rounded Education

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

1. Post-Secondary Opportunities and Workforce Readiness

^ College and Career awareness/readiness curricula and programs ^ Building pathways to rigorous coursework (IB, Pre-IT, Pre-Culinary, Advanced Foreign Language) ^ Accelerated course offerings (Advanced, IB and High School Credit Courses) ^ Career and technical courses (Computer Science and Culinary) ^ Project-based learning opportunities ^ Job skills development (Collaboration, critical thinking) -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 to Elementary School

1. Transition to Elementary School

N/A

Professional Development

1. Professional Development

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Recruitment + Job Fairs / Collaboration with HR and Region Office / Intern teachers, interim teachers, substitutes, academic tutors (Grow Your Own) / Word of mouth / Glades supplement / Other incentives such as signing bonuses and pay for performance

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. -Teachers have opportunities to make extra part time pay by participating in club sponsors, sport team coaching, and tutoring. 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.