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

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

Fewer than 45% of students in grades 6th-8th are performing at proficiency on FAST PM1 and PM2 it is believed that students need to be able to receive adequate remediation of standards in a flexible setting in order to increase the level of proficiency. Subgroups we are focusing on are ESE , ESOL and hispanic students who identify as white (34 of 45 not proficient - 75%)

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

The state has adopted new English Language Arts(ELA) standards and the teachers are unfamiliar with the standards for ELA and Writing. The standards incorporate a number of new literary devices and nuances as well as a new writing rubric. - 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 BEST standards - lack of use of engagement strategies - 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 capacity and knowledge of how to support learning at home

## 3. Share possible solutions that address the root causes.

Provide researched based tailored/specific software programs, resources and materials. Professional development supporting the new BEST standards as well as best practices in literacy. Specific trainings include items below through the use of an SSCC, LTF, Coaches, collaborative planning, teacher training, webinars, conferences to support delivery of explicit instruction: Writing, engagement and Multi-tiered systems of support Communication with families Through use of agendas to send home flyers in all languages, to communicate school events as well as to provide families with weekly academic reports. Stakeholders also expressed the need to identify the school in Parentlink texts seeing that the threads all run together for all district schools. The school will provide parents with a more detailed newsletter that includes help strategies for learning at home. Provide parent trainings and resources to support learning at home Provide additional support to students through the use of the following activities to increase student achievement: ^ Tutorial during the day, after school, Saturdays, Summer, and Thanksgiving and Spring Camp ^ Extra periods on specific content areas ^ Personnel to provide the additional interventions to meet the needs of students through small group pull out opportunities (resource teachers, temp tutors, paraprofessionals) ^ Provide opportunities for field trips for real life experiences to support content ^ Provide resources and materials to reinforce concepts and hands-on practice (manipulatives, student workbooks, intervention kits, books, etc.) ^ Provide access to adaptive technology tor reinforce concepts (IXL, StudyIsland, etc.) ^ Summer Bridge Program to provide additional support in foundational literacy skills. Provide guidance so parents can understand what resources are readily available and how they can use them (i.e, Paper tutoring)

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

- Communication

The school will strengthen the PFEP to support ELA through our monthly newsletter, Parentlink, flyers placed in agendas, and utilization CLF's to communicate call and translate documents for our ESOL families. Continue to work on strengthening communication with families through the use of Parent Link, curriculum and grade level expectations, and regular grade reports to share student progress and how to support learning at home

- Parent Training

Parent Trainings to support ELA at home Parent Trainings in person and/or online to support parents/families as they work with their students at home (ELA) foundational skills such as decoding, fluency, vocabulary, comprehension. Continue to provide virtual/Parking Lot Trainings as another option to engage families - preregistration. Share resources through parentlink and upload them to the school's website.

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

- School

School will provide parents with training, resources and immediate academic support at home using district provided resources.

- Students

Students will utilize adaptive software, attend tutorials and academic camps, as well as conduct home labs and self selected inquiry projects.

- Parents

Parents will attend trainings and utilize resources provided as well as ensure students participate in extended learning opportunities.

- 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 that include providing skills/resources for teachers to work with families are: 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 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 focused on foundational skills (decoding, fluency, vocabulary, comprehension).

- Accessibility

Families needing additional support will be provided with flexible scheduling of meetings, conferences, trainings and engagement activities. Resources will also be posted on the schools website and social media accounts. In addition, the school will support families experiencing homelessness and other issues such as (disabilities, hard of hearing, etc) through ADA compliance resources. Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work. Resources and trainings will be accessible online. Support will be provided in various languages.

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on FY23 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 FY24 School Year. Subgroups we are focusing on are ESE, ESOL and hispanic students who identify as white (34 of 45 not proficient - 75%)

## 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 not understanding the pedagogy of teaching and implementing instructional strategies with fidelity. - Lack of Student Engagement with our students scoring at threshold or below. - Lack of foundational skills (basic facts for addition, multiplication, division) - Lack of reading stamina and love of reading is not developed - lack of ability to think critically - lack of teacher knowledge of the math BEST standards - 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 capacity and knowledge of how to support learning at home

## 3. Share possible solutions that address the root causes.

Curriculum based PD by State and District Curriculum Specialists on how to implement new state required benchmarks. 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. Professional development supporting the new BEST standards as well as best practices in literacy. Specific trainings include items below through the use of an SSCC, LTF, Coaches, collaborative planning, teacher training, webinars, conferences to support delivery of explicit instruction: PD Support for all Math 6th-8th Teachers on skills, ESE strategies and Instructional Delivery on new State benchmarks. Communication with families Through use of agendas to send home flyers in all languages, to communicate school events as well as to provide families with weekly academic reports. Stakeholders also expressed the need to identify the school in Parentlink texts seeing that the threads all run together for all district schools. The school will provide parents with a more detailed newsletter that includes help strategies for learning at home. Provide parent training opportunities to support learning at home. Provide additional support to students through the use of the following activities to increase student achievement: ^ Tutorial during the day, after school, Saturdays, Summer, and Thanksgiving and Spring Camp ^ Extra periods on specific content areas ^ Personnel to provide the additional interventions to meet the needs of students through small groups (resource teachers, temp tutors, paraprofessionals) ^ Provide opportunities for field trips for real life experiences to support content ^ Provide resources and materials to reinforce concepts and hands-on practice (manipulatives, student workbooks, calculators, books, etc.) ^ Provide access to adaptive technology tor reinforce concepts (IXL, Study Island, etc.) ^ Small Group Instruction, reinforcing concepts and prior knowledge after the focus lesson. ^ Utilize the RIM-Rotational Instructional Model in all math classes to support all sub-groups.

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

- **Communication**

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families)-As our nation becomes increasingly diverse, the need for new and innovative science teaching strategies and technologies is even more necessary. Learning the national norms that are effective is imperative. Therefore, collaboration on the national level is needed. Continue to work on strengthening communication with families through the use of Parent Link, curriculum and grade level expectations, and regular grade reports to share student progress and how to support learning at home

- **Parent Training**

Parent Trainings to support parents/families as they work with their students at home (Math) focused on foundational skills (basic math facts, multiplication, and division) Establish a math family night including parents and students to offer training and implementation of new math benchmarks.

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

- **School**

School will Identify student math learning goals and communicate them to students and parents via Title 1 Meetings, SAC Meetings and FAST Math Nights. Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills (basic math facts, multiplication, and division)

- **Students**

Students will Attend school daily, be on time for all classes and be an active participant in class. Practice activities and strategies at home that support foundational skills (basic math facts, multiplication, and division)

- **Parents**

Parents will Monitor my child's progress by checking SIS for grades, discussing daily learning goals in math and communicating with math teachers consistently via email, in-person conferences or phone. Use activities at home with student that were shared during parent workshops focusing on foundational skills (basic math facts, multiplication, and division)

- **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 (Math)  
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 focused on foundational skills (basic math facts, multiplication, and division)

- **Accessibility**

Math Teachers should utilize Parent Link to share pertinent math information and events happening on campus involving math. Families needing additional support will be provided with flexible scheduling of meetings, conferences, trainings and engagement activities. Resources will also be posted on the schools website and social media accounts. In addition, the school will support families experiencing homelessness and other issues such as (disabilities, hard of hearing, etc) through ADA compliance resources. Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work. Resources and trainings will be accessible online. Support will be provided in various languages.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

In 2023, our science proficiency decreased by 9% (22%). We now need our teachers to be exposed to nationally accepted teaching and technology strategies for continued growth. Focus on increasing measurable proficiency on all students (esp top 25% and L25%) Subgroups we are focusing on are ESE, ESOL and hispanic students who identify as white.



## 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 not understanding the pedagogy of teaching and implementing instructional strategies with fidelity. 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. - Lack of foundational skills (previously taught standards, vocabulary) - Lack of teacher knowledge of the science curriculum and standards - Lack of reading stamina and love of reading is not developed - Lack of ability to think critically - Lack of use of engagement strategies - 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 capacity and knowledge of how to support learning at home

## 3. Share possible solutions that address the root causes.

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 with field trips and in house science. experiences (i.e: Science Aquarium, Space Center and museum) Incentivize students. Membership in NSTA for the school to expose our teachers to nationally recognized strategies and technologies. Attend the NSTA conferences, where national strategies and technologies will be taught to our teachers. The NSTA school membership is \$85.00 per year. Provide researched based tailored/specific software programs, resources and materials. Professional development supporting the new BEST standards as well as best practices in literacy. Specific trainings include items below through the use of an SSCC, LTF, Coaches, collaborative planning, teacher training, webinars, conferences to support delivery of explicit instruction: The science of reading Vocabulary development and oral language development Intervention for struggling readers Multi-tiered systems of support Reading fluency PD Support for all Science 6th-8th Teachers on skills, ESE strategies and Instructional delivery on new State benchmarks. Allow students to attend science tutorial and education extension activities. Communication with families Through use of agendas to send home flyers in all languages, to communicate school events as well as to provide families with weekly academic reports. Stakeholders also expressed the need to identify the school in Parentlink texts seeing that the threads all run together for all district schools. The school will provide parents with a more detailed newsletter that includes help strategies for learning at home. Provide parent training opportunities to support learning at home. Provide additional support to students through the use of the following activities to increase student achievement: ^ Tutorial during the day, after school, Saturdays, Summer, and Thanksgiving and Spring Camp ^ Personnel to provide the additional interventions to meet the needs of students through small groups (resource teachers, temp tutors, paraprofessionals) ^ Provide opportunities for field trips for real life experiences to support content ^ Provide resources and materials to reinforce concepts and hands-on practice (manipulatives, student workbooks, intervention kits, books, etc.) ^ Provide access to adaptive technology tor reinforce concepts (Gizmos, Penda Learning, Study Island, etc.) ^ Small Group Instruction, reinforcing concepts and prior knowledge after the focus lesson. ^ Utilize the RIM-Rotational Instructional Model in all math classes to support all sub-groups.

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



- **Communication**

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families)-As our nation becomes increasingly diverse, the need for new and innovative science teaching strategies and technologies is even more necessary. Learning the national norms that are effective is imperative. Therefore, collaboration on the national level is needed. Continue to work on strengthening communication with families through the use of Class Dojo and/or Parent Link, and weekly grade report (agenda) to share student progress and how to support learning at home.

- **Parent Training**

Parent Trainings to support parents/families as they work with their students at home (Science focused on foundational skills - vocabulary and scientific process). Parents will be trained on all of the adaptive technology programs that science offers to their students; i.e., Gizmos (virtual labs), PENDA (teacher assistance for all science content), Brain Pop (foundational information), StudyJams (content reinforcement), and Keller labs

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

- **School**

School will conduct a parent training night to increase parents understanding of science curriculum as well as to provide parents with resources that can be used at home to support their children.

- **Students**

Students will participate in parent trainings as well as demonstrate their learning on various progress monitoring assessments. Students will utilize adaptive software, attend tutorials and academic camps, as well as conduct home labs and self selected inquiry projects.

- **Parents**

Parents will learn the scientific demands of an advancing diverse nation from their students and teachers. Parents will attend trainings and utilize resources provided as well as ensure students participate in extended learning opportunities.

- **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 (Science focused on foundational skills - vocabulary and scientific process). Teachers will gain the national training necessary to propel their students ahead in science education along with the national standards in science education.

- **Accessibility**

Families needing additional support will be provided with flexible scheduling of meetings, conferences, trainings and engagement activities. Resources will also be posted on the schools website and social media accounts. In addition, the school will support families experiencing homelessness and other issues such as (disabilities, hard of hearing, etc) through ADA compliance resources.

## **Social Studies**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Student proficiency on the winter diagnostic is 42%, 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. 90% of students taking the Civics end of course exam are reading below grade level. Social Science requires students to read and understand various primary text & historical documents. Subgroups we are focusing on are ESE, ESOL and hispanic students who identify as white.

## 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. - Lack of foundational skills (previously taught standards, comprehension) - Lack of reading stamina and love of reading is not developed - lack of ability to think critically - lack of teacher knowledge of the civics curriculum and standards - lack of use of engagement strategies - 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 capacity and knowledge of how to support learning at home

## 3. Share possible solutions that address the root causes.

Provides assistive technology for ed tech resources to remediate and enrich student learning. (Quizizz, Quizlet Plus, Study Island) Provide access to technology (chromebook carts) for each teacher in the department. Offer Pull-Outs during Elective classes with certified History Teachers to scaffold instruction for students who are habitually missing Civics class. Professional development supporting the new BEST standards as well as best practices in literacy. Specific trainings include items below through the use of an SSCC, LTF, Coaches, collaborative planning, teacher training, webinars, conferences to support delivery of explicit instruction: The science of reading Vocabulary development and oral language development Intervention for struggling readers Multi-tiered systems of support Reading fluency Communication with families Through use of agendas to send home flyers in all languages, to communicate school events as well as to provide families with weekly academic reports. Stakeholders also expressed the need to identify the school in Parentlink texts seeing that the threads all run together for all district schools. The school will provide parents with a more detailed newsletter that includes help strategies for learning at home. Provide additional support to students through the use of the following activities to increase student achievement: ^ Tutorial during the day, after school, Saturdays, Summer, and Thanksgiving and Spring Camp ^ Extra periods on specific content areas ^ Personnel to provide the additional interventions to meet the needs of students through small groups (resource teachers, temp tutors, paraprofessionals) ^ Provide resources and materials to reinforce concepts and hands-on practice (Purchase poster boards, pencils, colored pencils, markers, water-based paint, paint brushes, cups/containers with lids, spiral notebooks for interactive notebooks, folders for student portfolios, pull down maps for world history classrooms). ^ Provide access to adaptive technology tor reinforce concepts (Quizizz, Quizlet Plus, Study Island)

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

- **Communication**

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families)-As our nation becomes increasingly diverse, the need for new and innovative science teaching strategies and technologies is even more necessary. Learning the national norms that are effective is imperative. Therefore, collaboration on the national level is needed. Continue to work on strengthening communication with families through the use of Class Dojo and/or Parent Link, and weekly grade report (agenda) to share student progress and how to support learning at home.

- **Parent Training**

Parent Trainings 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.

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

- **School**

School will engage in data chats and conferences so teachers can keep parents informed of student progress and academic goals School will provide parents with training, resources and immediate academic support at home using district provided resources.

- **Students**

Students will participate in engaging lessons and attend after school and Saturday tutorials. Students will utilize adaptive software, attend tutorials and academic camps

- **Parents**

Parents will assist students with reviewing critical content at home and bring them to tutorials and camps

- **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

- **Accessibility**

Post relevant information to our school website and social media handles. Families needing additional support will be provided with flexible scheduling of meetings, conferences, trainings and engagement activities. Resources will also be posted on the schools website and social media accounts. In addition, the school will support families experiencing homelessness and other issues such as (disabilities, hard of hearing, etc) through ADA compliance resources.

## **Acceleration Success**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

Currently less than 30% of the schools student body are enrolled in accelerated courses, this can be attributed to a lack of knowledge about accelerated course as well as a lack of financial means to be able to purchase required tools such as calculators for advanced math courses. Subgroups we are focusing on are ESE, ESOL and hispanic students who identify as white.

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

- Lack of resources (scientific calculators) to be able to complete work at school and at home - lack of technology devices to meet the needs of all students - lack of foundational skills from 6th grade math - lack of parent capacity and knowledge of how to support learning at home

### 3. Share possible solutions that address the root causes.

The second week at the beginning of the school year purchase students in the accelerated programs personal calculators ( to avoid overages, possibly have families complete a survey in regards to what types of calculators are in home.) Sign out laptops to the accelerated student body, just like they have done with the computer classes. L.A.P - have a social for top achievers, give out certificates, have translators call home with good news and praises on behalf of core teachers. During, 4th period, spend 15 minutes talking to students as a class about their day, about their academics and things they feel that they can work on. Teacher uses self experiences to bridge the gaps between teacher and student (Builds rapport) Utilize the Magnet Coordinator to reach out to Parents and encourage enrollment in accelerated/advanced courses. Provide additional support to students through the use of the following activities to increase student achievement: ^ Tutorial during the day, after school, Saturdays, Summer, and Thanksgiving and Spring Camp ^ Extra periods on specific content areas ^ Provide opportunities for field trips for real life experiences to support content ^ Provide resources and materials to reinforce concepts and hands-on practice (scientific calculators, manipulatives, student workbooks, materials acceleration courses - culinary, Pre-IT, etc.) ^ Provide access to adaptive technology tor reinforce concepts (IXL, Study Island, program for coding, etc.)

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

- Communication

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families)-As our nation becomes increasingly diverse, the need for new and innovative science teaching strategies and technologies is even more necessary. Learning the national norms that are effective is imperative. Therefore, collaboration on the national level is needed. Continue to work on strengthening communication with families through the use of Class Dojo and/or Parent Link, and weekly grade report (agenda) to share student progress and how to support learning at home.

- Parent Training

Parent Trainings to support parents/families as they work with their students at home (Acceleration) - Accessing Portal and finding key tiles such as: Alg Nation and IXL. Parent Trainings to support Acceleration at home through use of Curriculum Guide to provide parents with a better understanding of accelerated courses offered at JFK.

### 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. School will make an effort to get feedback from stakeholders as to what courses to offer.

- **Students**

With one to one devices, students will be more engaged in the learning process because they will have extra support outside of the classroom. Students will enroll in advanced/accelerated courses during all 3 year at JFK.

- **Parents**

Parents will will implement schedules at home of 20 mins that will foster academic success. Parents will encourage their children to take advanced/accelerated classes.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families when selecting advanced courses. As well as assisting them in understanding there overall importance.

- **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. Families needing additional support will be provided with flexible scheduling of meetings, conferences, trainings and engagement activities. Resources will also be posted on the schools website and social media accounts. In addition, the school will support families experiencing homelessness and other issues such as (disabilities, hard of hearing, etc) through ADA compliance resources.

## **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: \$333,722.83

Acct Description	Description															
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="420 344 1171 435">Item</th> <th data-bbox="1171 344 1318 435">Quantity</th> <th data-bbox="1318 344 1434 435">Rate</th> <th data-bbox="1434 344 1539 435">Days</th> <th data-bbox="1539 344 1644 435">Hours</th> <th data-bbox="1644 344 1770 435">Weeks</th> <th data-bbox="1770 344 1896 435">Type</th> <th data-bbox="1896 344 2022 435">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 each Title I funded Classroom Teacher position (Reading- N. Edwards, Social Studies - A. Flores, and new Reading Teacher - TBD)	3	\$19.00	7	6.5	1	Original	\$2,594.00									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="420 646 1283 743">Item</th> <th data-bbox="1283 646 1430 743">Quantity</th> <th data-bbox="1430 646 1566 743">Rate</th> <th data-bbox="1566 646 1791 743">Supply Type</th> <th data-bbox="1791 646 1923 743">Type</th> <th data-bbox="1923 646 2022 743">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total									
	Item	Quantity	Rate	Supply Type	Type	Total										
	Blue Tape to support hands-on activities and experiments	10	\$45.99	General Supplies	Original	\$459.90										
	Labels to support delivery of instruction	1	\$45.49	General Supplies	Original	\$45.49										
	Post-it Notes to support student learning in grades 6-8 in all content areas	20	\$18.89	General Supplies	Original	\$377.80										
	Highlighters to support student learning in grades 6-8 in all content areas	25	\$13.99	General Supplies	Original	\$349.75										
	Student Calculators to support student learning in Math and Science to use during classroom instruction	1	\$204.44	Manipulatives	Original	\$204.44										
	Student Dry-Erase Sheets to support student learning	25	\$17.39	General Supplies	Original	\$434.75										
Copy Paper to support student learning and delivery of instruction	15	\$44.63	General Supplies	Original	\$669.45											

Acct Description	Description																										
	<table border="1"> <thead> <tr> <th data-bbox="430 207 1270 276">Item</th> <th data-bbox="1281 207 1423 276">Quantity</th> <th data-bbox="1423 207 1568 276">Rate</th> <th data-bbox="1568 207 1791 276">Supply Type</th> <th data-bbox="1791 207 1923 276">Type</th> <th data-bbox="1923 207 2026 276">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 276 1270 475">Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1281 276 1423 475">1</td> <td data-bbox="1423 276 1568 475">\$577.25</td> <td data-bbox="1568 276 1791 475">General Supplies</td> <td data-bbox="1791 276 1923 475">Original</td> <td data-bbox="1923 276 2026 475">\$577.2</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$577.25	General Supplies	Original	\$577.2														
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Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$577.25	General Supplies	Original	\$577.2																						
Classroom Teacher	Social Science Teacher will provide support for level 1 and level 2 students in 6th- 8th grade through a whole and small group instructional model to increase achievement in reading. The teacher will support the school-wide initiative through social studies content to increase student achievement. The teacher will also support accelerated courses.																										
Resource Teacher	0.5 Math Resource Teacher will support level 1 and level 2 students in grades 6-8 through a push-in/pull-out small groups model model of support to increase student achievement.																										
Classroom Teacher	Reading Classroom Teacher will provide intensive reading support for level 1 and level 2 students in grades 6-8. Serving level 1 and 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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## Action Step: Professional Development

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

**Budget Total: \$151,914.52**

Acct Description	Description
Single School Culture	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

Acct Description	Description																											
Coordinator	positive youth development (PLCs, PDDs, coaching, modeling, observation, collaborative planning, etc.)																											
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>ELA, Math, Science, and Social Studies teachers will work together to conduct data analysis, create instructional calendars, create lesson plans, identify resources to support delivery of instruction and support student learning in grades 6-8 (outside contract hours). / Tentative start date is July 2024</td> <td>51</td> <td>\$25.00</td> <td>1</td> <td>5</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$6,375.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	ELA, Math, Science, and Social Studies teachers will work together to conduct data analysis, create instructional calendars, create lesson plans, identify resources to support delivery of instruction and support student learning in grades 6-8 (outside contract hours). / Tentative start date is July 2024	51	\$25.00	1	5	1	Certified	Original	\$6,375.00
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Coach	0.5 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)																											

## 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: \$6,179.65**

<b>Acct Description</b>	<b>Description</b>					
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage for parent communication of student progress, parent trainings, and sharing important information (900 students x 0.68 = \$612.00 × 2 mailings = \$1,224.00)	2	\$612.00	Original	\$1,224.00	
Enrichment Contracts	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Cox Science Museum will provide hands-on Science experiments for parents and students in grades 6-8 to support and reinforce Science and Math standards for grades 6-8 {Per PFEP} / Tentative dates are October, 2024 & March, 2025	2	\$550.00	Original	\$1,100.00	
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Canva- to support school-home communication to increase parent engagement and student achievement for students in grades 6-8 in all content areas	12	\$12.95	Original	\$155.40	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Various Color Paper to use for communication and parent trainings to support learning (grades 6-8 and all content areas)	20	\$11.68	General Supplies	Original	\$233.60
	White 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)	8	\$44.61	General Supplies	Original	\$356.88
	Cardstock Color Pack 2 to use for parent trainings to support learning (grades 6-8 and all content areas)	2	\$26.69	General Supplies	Original	\$53.38

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Ziplock Bags- Gallon to use for parent trainings to support learning (grades 6-8 and all content areas)	4	\$5.99	General Supplies	Original	\$23.96
	Black and Blue Pens 12ct Case of 10 to use for parent trainings to support learning (grades 6-8 and all content areas)	1	\$29.70	General Supplies	Original	\$29.70
	Manipulatives for parents to take home to support ELA, Math, Science and Social Studies	1	\$461.53	Manipulatives	Original	\$461.53
	Colored Pencils to use for parent trainings to support learning (grades 6-8 and all content areas)	100	\$1.36	General Supplies	Original	\$136.00
	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)	8	\$52.79	General Supplies	\$422.32	
	Folders to use for parent trainings/meetings to support learning (grades 6-8 and all content areas)	4	\$36.19	General Supplies	Original	\$144.76
	Index Cards to use for parent trainings to support learning (grades 6-8 and all content areas)	15	\$3.99	General Supplies	Original	\$59.85
	Refreshments for parent trainings (per PFEP)2	2	\$200.00	Program Supplies	Original	\$400.00
	Cardstock Color Pack 1 to use for parent trainings to support learning (grades 6-8 and all content areas)	2	\$25.89	General Supplies	Original	\$51.78
	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
	Labels to use for parent trainings to support learning (grades 6-8 and all content areas)	1	\$45.49	General Supplies	Original	\$45.49

Acct Description	Description								
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Non-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)	3	\$15.00	2	2	1	Non-Certified	Original	\$180.00
	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
Overtime	Overtime for Parent Support by the Community Language Facilitators to support parent trainings by providing translation support for grades 6-8 to increase parent knowledge and engagement to increase student achievement in ELA, Math, Science, and Social Studies (per PFEP)- 2hrs, 2days, 1 week								



## Building 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;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;



- Teach resilience and persistence;
- Promote healthy habits;
- Build character; and/or
- Develop a sense of service for others.

### 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

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.

## 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

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 real 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)].*

#### 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

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.

#### 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

**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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

- 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
- 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

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

#### 1. Transition to Elementary School

N/A

## 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 the 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

## 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

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### 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

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy



- Opportunities for part-time pay such as tutoring

## 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.