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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 PM1 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. 100% of ELA teachers have not received adequate training surrounding the BEST standards. As a result teachers need training and support in order to be able to better teach and support students as well as train parents on methods to support learning at home. Provide families with books and other resources that can be used at home to assist students (Books, esol glossaries, dictionaries, posters) Provide guidance so parents can understand what resources are readily available and how they can use them (i.e, Paper tutoring)

## 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 as with academic tutors but these times are not always consistent nor do they provided what the single student needs. The state has adopted new English Language Arts(ELA) standards and the teachers are unfamiliar with the standards. The standards incorporate a number of new literary devices and nuances. Stakeholders can support the needs assessment statements by attending parent trainings and utilizing resources provided by the school. - 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.

Purchase of 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 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. 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 (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 (iReady, Flocabulary, etc.)

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

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 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 that may be offered to support parents/families as they work with their students at home (ELA) foundational skills such as decoding, fluency, vocabulary, comprehension. 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. Parent Trainings to support ELA 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 and the agenda.

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

- **School**

School will... Provide teachers with opportunities for professional development and extension activities. As well as provide teachers with access to quality professional development opportunities outside of the school/district/state. Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills (fluency, decoding, vocabulary, comprehension).

- **Students**

Students will... engage in quality instruction that meets their personal needs through adaptive software in their english language arts classes. this software will also be available for students to use at home. Practice activities and strategies at home that support foundational skills (fluency, vocabulary, comprehension).

- **Parents**

Parents will... attend school engagement activities and support their children at home using the resources and techniques provided by the school. Use activities at home with student that were shared during parent workshops focusing on foundational skills (fluency, decoding, and vocabulary, comprehension).

- **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 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 FY22 FSA Data, we earned less than 40% proficiency In Math for all sub-groups. Our goal is to increase Math Proficiency to 60% on the FAST-PM 3 Assessment for the FY23 School Year.

### **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. 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 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.

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: 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. 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 (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, 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 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 that may be offered 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) Conduct Parent Engagement Trainings in person and on Google Meet on how parents can assist students with making math relatable using real-world experiences.

- **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.

8th grade science test scores have gone from 11% proficiency in 2019 to 24% proficiency in 2021 and 31% in 2022. 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%) by

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

The science department lacks equipment to do hands-on labs for our students, ie chromebook carts. 7th grade science has not utilized the PENDA platform because we do not have enough chromebooks to utilize this platform. The bulk of our science teachers are novice in the area of science education. Therefore, they lack national conference collaboration experience to learn new strategies and tools for science acceleration. - Lack of foundational skills (previously taught standards, vocabulary) - L- lack of teacher knowledge of the science curriculum and standards ack 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. Purchase of 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 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 (resource teachers, temp tutors, paraprofessionals) ^ Provide resources and materials to reinforce concepts and hands-on practice (manipulatives for projects and experiments, etc.) ^ Provide access to adaptive technology tor reinforce concepts (Penda Learning, Gizmos, PENDA , BrainPop, Study Jams, Keller Labs, etc)

### 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 that may be offered 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.

- **Parents**

Parents will...learn the scientific demands of an advancing diverse nation from their students and teachers.

- **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 54%, based on the data students need additional support in the area of activating prior knowledge in all level of social science courses, as well as remediation of previously taught standards.

### **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.

Purchase school accounts for ed tech resources to remediate and enrich student learning. (Quizizz, Quizlet Plus, Study Island) Purchase 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 (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 to 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 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.

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

- **School**

School will... Provide funding for teachers to engage in data chats and conferences so teachers can keep parents informed of student progress and academic goals

- **Students**

Students will... Participate in engaging lessons and attend after school and Saturday tutorials.

- **Parents**

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.

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

The Accelerated course calls for the use of technology input throughout the course work. Students are not able to remediate or practice assessment type questions because they are lacking devices at home. To use the carts in classrooms each day would take away from the other parts of the lesson. Parents are not purchasing the items needed for student success. Students don't complete homework because they do not have the correct calculators. To promote uniformity with the state approved calculator students should be practicing on that specified calculator. There needs to be a program in place to give incentives to Latinos who are attending each day and thriving more than the other ethnicity groups. - 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 purchases 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 (manipulatives, student workbooks, materials acceleration courses - culinary, Pre-IT, etc.) ^ Provide access to adaptive technology to 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 that may be offered 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**

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. 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 their 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 school's 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: \$343,961.25**

<b>Acct Description</b>	<b>Description</b>
Classroom Teacher	Science Teacher will provide support for low 25%, level 1 and level 2 students in 8th grade through a whole and small group instructional model to increase achievement in science. She is also supporting accelerated courses. She will support our school-wide reading initiatives through science content to increase student achievement. This allows smaller class size and homogeneously grouping.

<b>Acct Description</b>	<b>Description</b>															
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="447 215 1161 289">Item</th> <th data-bbox="1182 215 1318 289">Quantity</th> <th data-bbox="1329 215 1434 289">Rate</th> <th data-bbox="1444 215 1539 289">Days</th> <th data-bbox="1549 215 1644 289">Hours</th> <th data-bbox="1654 215 1770 289">Weeks</th> <th data-bbox="1780 215 1896 289">Type</th> <th data-bbox="1906 215 2022 289">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	3	\$19.00	7	7.5	1	Original	\$2,993.00
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total								
Seven (7) days of substitute teacher coverage for each Title I funded classroom teacher position (Reading - N. Edwards, A. Flores, and new science teacher)																
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="447 483 1381 557">Item</th> <th data-bbox="1402 483 1549 557">Quantity</th> <th data-bbox="1560 483 1738 557">Rate</th> <th data-bbox="1749 483 1875 557">Type</th> <th data-bbox="1885 483 2022 557">Total</th> </tr> </thead> </table>			Item	Quantity	Rate	Type	Total	1	\$5,000.00	Original	\$5,000.00				
	Item	Quantity	Rate	Type	Total											
	Penda Learning to support science in grades 6-8 / school license			1	\$1,650.00	Original	\$1,650.00									
	Study Island to support Social Science in grades 6-8			1	\$1,650.00	Original	\$1,650.00									
	Study Island to support Science in grades 6-8			1	\$1,650.00	Original	\$1,650.00									
Gizmo to support Science in grades 6-8			1	\$3,280.00	Original	\$3,280.00										
Extra Periods	Two teachers will receive an extra period supplement to take on an additional course in their schedule. This extra course will allow the school to offer Course Credit Recovery for grades 6-8 in ELA, Math, Science, and/c Civics (based on student needs) to increase student achievement. Employee names - TBD															
Supplies	<table border="1"> <thead> <tr> <th data-bbox="447 1060 1129 1133">Item</th> <th data-bbox="1150 1060 1308 1133">Quantity</th> <th data-bbox="1318 1060 1444 1133">Rate</th> <th data-bbox="1455 1060 1728 1133">Supply Type</th> <th data-bbox="1738 1060 1875 1133">Type</th> <th data-bbox="1885 1060 2022 1133">Total</th> </tr> </thead> </table>			Item	Quantity	Rate	Supply Type	Type	Total	66	\$44.61	General Supplies	Original	\$2,944.26		
	Item	Quantity	Rate	Supply Type	Type	Total										
	Copy paper			9	\$3.45	General Supplies	Original	\$31.05								
	Pencils Wood #2, Pre-Sharpended 48 in a Pack			1	\$2.94	General Supplies	Original	\$2.94								
Shipping																

<b>Acct Description</b>	<b>Description</b>																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="441 219 993 292"><b>Item</b></th> <th data-bbox="1014 219 1150 292"><b>Quantity</b></th> <th data-bbox="1171 219 1266 292"><b>Rate</b></th> <th data-bbox="1287 219 1371 292"><b>Days</b></th> <th data-bbox="1392 219 1476 292"><b>Hours</b></th> <th data-bbox="1497 219 1602 292"><b>Weeks</b></th> <th data-bbox="1623 219 1759 292"><b>Certified</b></th> <th data-bbox="1780 219 1885 292"><b>Type</b></th> <th data-bbox="1906 219 2022 292"><b>Total</b></th> </tr> </thead> </table>	<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>	1	\$15.00	3	2	20	Non-Certified	Original	\$1,800.00
	<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>									
	Out of system Temp tutors to support at-risk students in grades 6-8 (ELA and math) during the tutorial program after school, Saturdays, Thanksgiving, Spring Camp / Tentative start date is October 2023	1	\$15.00	5	6.5	38	Non-Certified	Original	\$18,525.00									
	Out of system Temp tutors to support at-risk students in grades 6-8 (ELA and math) through a push-in model of instruction (182 days) / Starting August 14, 2023	1	\$15.00	2	6.5	1	Non-Certified	Original	\$195.00									
2 PDD days per tutor to support delivery of instruction to increase student achievement	1	\$15.00	2	6.5	1	Non-Certified	Original	\$195.00										
Resource Teacher	0.5 Math Resource Teacher will support low 25% students in grades 6-8 through push-in/pull-out model and tutorial to increase student achievement.																	
Classroom Teacher	Social Science Teacher will provide support for low 25%, level 1 and level 2 students in 8th grade through a whole and small group instructional model to increase achievement in reading. She is also supporting accelerated course. She will support our school-wide reading initiatives through social studies content to increase student achievement. This allows smaller class size and homogeneously grouping.																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="441 1331 993 1404"><b>Item</b></th> <th data-bbox="1014 1331 1150 1404"><b>Quantity</b></th> <th data-bbox="1171 1331 1266 1404"><b>Rate</b></th> <th data-bbox="1287 1331 1371 1404"><b>Days</b></th> <th data-bbox="1392 1331 1476 1404"><b>Hours</b></th> <th data-bbox="1497 1331 1602 1404"><b>Weeks</b></th> <th data-bbox="1623 1331 1759 1404"><b>Certified</b></th> <th data-bbox="1780 1331 1885 1404"><b>Type</b></th> <th data-bbox="1906 1331 2022 1404"><b>Total</b></th> </tr> </thead> </table>	<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>	8	\$37.00	3	1	10	Certified	Original	\$8,880.00
	<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>									
Extended Learning Opportunities Tutorial program after school provided by certified																		

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	tutors for at-risk/struggling students in grades 6-8 grade in the areas of ELA, writing, math, science, and social studies after school, Saturday, Winter and Spring Camp - tentative start date is January 2024.
Classroom Teacher	Reading Classroom Teacher will provide intensive reading support for level 1 and level 2 students in grades 6-8. Serving level 2 students allows the school to provide intensive supports to students beyond what is required to allow them the opportunity to receive intensive instruction by a certified reading teacher.									

## Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$6,519.50**

Acct Description	Description						
Supplies	Item	Quantity	Rate	Supply Type	Type	Total	
	Agendas for school-home communication	1	\$4,000.00	General Supplies	Original	\$4,000.00	
	white copy paper for school-home communication	16	\$44.61	General	Original	\$713.76	

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
				Supplies		
	Pencils Wood #2, Pre-Sharpended 48 in a Pack	6	\$3.45	General Supplies	Original	\$20.70
	color ink for school home communication and meetings and to print data reports for parents different colors	8	\$80.99	Technology	Original	\$647.92
	Shipping	1	\$3.12	General Supplies	Original	\$3.12
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage for parent communication of student progress, parent training, and sharing of important information (900 students x 0.63 x 2 mailings = \$1,134.00)	2	\$567.00	Original		\$1,134.00

## 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: \$139,612.00**

Acct Description	Description
Coach	0.5 Math Coach will support teachers in the implementation of strong math instruction in grades 6-8 through implementation of coaching cycle (planning, modeling, observing, providing feedback).

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades 6-8 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement in all content areas, and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback) - 216 days

## Mission Statement

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

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

### 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

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is

reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

<b>Name</b>	<b>Title</b>
Ricky Clark	Principal
Rachelle Petit-Homme	Assistant Principal
Timothy Nance	Assistant Principal
Monique Foushee	Assistant Principal
Mildred Thompson	Math Coach
Math Department	Teachers
Science Department	Teachers
Social Studies	Teachers
ELA/Reading	Teachers
Jacques Joseph	Parent
Miranda Joseph Paul	Parent
Martha Scott	Parent
Benita Derico-Owen	Assistant Principal

**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.**

Our stakeholders will assist in the creation of our School-wide Plan by providing input on ways the school, families and students can share the responsibility in our efforts to increase students' success here at JFK Middle School. Our SAC meeting dates are located on the school website and are held on the 3rd Thursday of each month at 5:30 pm via Google Meet. During the school year, minutes will be taken during each meeting and shared with all members and reviewed monthly. Stakeholders will provide input through our monthly SAC meetings, Title I Meetings and Surveys. 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 February 7th and the Parent meeting took place in February, 23, 2023.

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

During the SY 23 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 postage and supplies for communication. 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 Principal

## Annual Parent Meeting

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

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

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

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

Our Annual Title I Meeting September 5, 2023 at 5:30 pm in the Media Center. Parents unable to attend will be provide the following link:Title I Annual Meting Tuesday, September 5 · 5:30 – 6:30pm A Google Meet Link will be provided. In addition, the meeting will be recorded and posted to the schools web page. Any handouts or forms will also be made available by visiting the parent section of our web page.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Stakeholders will be notified through our website, Parent Link, and flyers on Google Classrooms and social media.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The Title I Annual Meeting PowerPoint will be prepared to inform stakeholders of how JFK Middle will implement our school-wide plan as a Title I school. Copies of the School-Parent Compact, PFEP, Parent's Right-to-know will be published for stakeholders on the school website and distributed to students.

## Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Filling in Students' Foundation Teacher Training

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

Teachers will be taught various strategies and resources available to assist students fill in foundational gaps in reading and math. Reading skills will include phonics, phonemes, word attack strategies, sight words, fluency skills. Math skills will include order of operations, addition, multiplication, division facts, how to deconstruct word problems, algebra and geometry support. In addition, parents will be given a virtual tour/training of all district supported software that is available through the Portal for academic support.

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

Teachers will be more knowledgeable of current best practices and district approved resources available to parents for the express purpose of training parents in various methods to increase students knowledge and ability in reading and math. We should ultimately see an increase in FAST and EOC data.

- What will teachers submit as evidence of implementation?

Reading and math activities, handouts, games, a printout of district supported software and websites that support reading and math skills.

- Month of Training

November 1, 2023

- Responsible Person(s)

Venishia Williams and Mildred Thompson

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Learning the a Literary Lens

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

Teachers will engage in professional development to deepen their understanding of cross curricular integration of literacy and various methods to show parents how to support literacy every day through organic opportunities. Teachers will specifically learn how to create authentic literacy connections through interactions within cross curricular environments and real world experiences. This will include inferencing, mood, theme, tone, plot development, figurative language, etc.

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

Families will be able to support students in all core areas with an emphasis on literacy through real world opportunities as well as through resources and websites shared with families.

- What will teachers submit as evidence of implementation?

Agenda, activities, hands on materials, resource sheet, computer software/website resource guide, etc.

- Month of Training

February 19, 2024

- Responsible Person(s)

Benita Derico-Owen, Rachelle Petit-Homme, Mildred Thompson, Venishia Williams and Patreka Brown

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Filling Students Foundations Parent Training

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

Parents will be taught various strategies and resources available to assist students fill in foundational gaps in reading and math. Reading skills will include phonics, phonemes, word attack strategies, sight words, fluency skills. Math skills will include order of operations, addition, multiplication, division facts, how to deconstruct word problems, algebra and geometry support.

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

Games, Website explorations, take home activities

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

We expect students to improve on reading and math FAST Test.

- **Date of Training**

October 2023

- **Responsible Person(s)**

Mildred Thompson and Venishia Williams

- **Resources and Materials**

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

300.

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

FAST and FURIOUS

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

Parents will be given a crash course in all things FAST Testing (FAST, EOC, Certification, etc) in order to better prepare students for state PM3 assessment. These skills will include how to modify fluency for adaptive assessments, math skills needed to be successful on the FAST/EOC, Writing support as it relates to grammar, punctuation, spelling, Science concepts and mini labs and support on Industry certifications. Also, teachers will conduct a data chat reviewing student progress and resources/materials parents can use at home to support student learning.

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

Each parents will be provided the opportunity based on their child's individual need to attend an interactive parent training in which they will be provided the scope the assessment for their respective grade and the tools/resources available to support their child in being successful on upcoming assessments. Parents will have a device to access and navigate tools and resources shared with them.

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

As a result of the training we expect students to feel much more comfortable and confident going into testing season. We also expect there to be a direct correlation between the students who parents attended and academic growth in their tested areas. Parents will be given their child's data to encourage their support of their child's learning at home.

- Date of Training

January 26, 2024

- Responsible Person(s)

Benita Derico-Owen, Mildred Thompson, Venishia Williams

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

## 5. Parent and Family Capacity Building Training #3

- Name of Training

TBD

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

TBD

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

TBD

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

TBD

- Date of Training

TBD

- Responsible Person(s)

TBD

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

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

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. We share student progress through: progress reports, report cards, Diagnostic assessment report, and IEPs, SIS Gateway, and Parent conferences. Training that will focus on assessment and curriculum.

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

Curriculum PowerPoint during Viking Bash, school website, flyers, Curriculum Nights PowerPoint, handout, progress Reports, report cards, Diagnostic assessment report, and IEPs, LEPs, SIS Gateway, parent conferences.

- 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. Child care will not be provided. However, to encourage participation, students events will be offered during many of our parent meetings and trainings. All trainings will be recorded and placed on the school website and an option meet virtually will be made available.

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

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

## Accessibility

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

1. Parents and families with limited English proficiency
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.

- 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, Log of distributions (uniforms and school supplies). McKinney Vento flyers of services provided in all languages.

## Other Activities

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

### 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

TBD

- Brief Description

TBD

### 3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

## 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;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

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

## SBT/MTSS Implementation

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

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

## 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

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. + 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