
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6301 - John F. Kennedy Middle School

FeederPattern: North Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Kay Mikulas

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

John F. Kennedy Middle School

John F. Kennedy Middle School, a school priding itself in educational innovation, has a multi-cultural population which reflects the diversity of the surrounding community of North Miami Beach. We have a population of 1978 students in grades six through eight. The student population is 65% Black Non-Hispanic (a vast majority of Haitian-Creole descent), 23% Hispanic, 6% White Non-Hispanic, and 4% Asian/Indian/Multiracial. Currently, 511 of the students are enrolled in the Biomedical Environmental Agriculture Technology (BEAT) Magnet; 124 students are in English for Speakers of Other Languages (ESL) (levels 1-4). Eighty percent (80%) of our students receive free and reduced-price lunch, and 298 of our students are bused to school.

John F. Kennedy Middle School provides educational services to students in grades six through eight. The programs are designed to meet the individual needs of our student population. Many programs and initiatives allow us to provide students with a comprehensive educational product far exceeding those of neighboring competitors. Among the resources allowing this outstanding educational program to transpire are: Creating Independence Through Student-Owned Strategies (CRISS), BEAT Magnet Program, After School Tutoring, Reading Plus, Lexia Computer Software, Compass Computer Software, Read 180 Computer Software, Weaver Computer Software and several itinerant staff addressing specific exceptionalities. JFK Middle School's PTSA is very active and provides both economic and human resource assistance to the many activities held to support our students. In order to address the needs of our students, additional teachers have been hired, sixth period supplements have been provided, and class sizes have been reduced. A tutoring program has been provided including Pull-Out Tutoring, After School Tutoring, and a school-designed Summer Academy spanning 7 weeks. Additionally, funds have been earmarked for Saturday Tutoring and/or additional tutoring needed by students prior to the administration of the FCAT. John F. Kennedy Middle School offers a wide variety of extra-curricular activities to students, thereby enhancing their academic, social, and physical growth: debate, drama, student council, mathematics club, social studies club, career club, Future Farmers of America (FFA), Future Business Leaders of America (FBLA), multicultural Club, National Junior Honor Society, cheerleading, basketball, volleyball, SECME, track and cross country, soccer, and Future Educators of America (FEA). The school is home to the Biomedical Environmental Agriculture Technology (BEAT) Magnet which further advances academic skills via thematic instruction in biomedical and environmental career fields. Teachers expand their roles in the success of student achievement by developing scope and sequence lessons for language arts, science, mathematics, and social studies in concert with district pacing guides.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will increase their reading proficiency as evidenced by at least 57% of students scoring at FCAT Level 3 or above given scores on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades six through eight will increase their reading proficiency as evidenced by 51% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades six through eight will increase their reading proficiency as evidenced by 51% of students scoring at or above FCAT Level 3

given scores on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will increase their mathematics proficiency as evidenced by 57% of students scoring at FCAT Level 3 or above given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), African-American students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, students in grade eight will score 3.5 or higher on the 2007 administration of the FCAT Writes! Assessment.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will increase their science proficiency as evidenced by at least 45% of students scoring at FCAT Level 3 or above given scores on the 2007 administration of the FCAT Science Assessment.

Given the need to establish a link with home and community to support the efforts of improving the academic achievement of students, parental involvement will continue to be an integral part of our efforts for improvement showing a one percent (1%) increase in the level of parental participation at Parent Academy events from seven to eight percent (7% to 8%) when compared to data from the previous year.

Given instruction using the student code of conduct, students will improve their behavior as evidenced by a five percent decrease in the number of indoor and outdoor suspensions (from 797 to 757) served by students during the 2006-2007 school year when compared to the 2005-2006 school year.

Given instruction based on computer literacy standards, John F. Kennedy Middle School will increase teacher use of technology by five percent to 1.7, as evidenced by the 2006 results of the STaR School Survey.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their fitness as evidenced by an increase in the number of award winners from 63% in 2006 to 64% in 2007.

Student enrollment in career and technical arts academy classes will increase by 3%, from 511 to 526, as evidenced by data derived from the 2006-2007 school year.

John F. Kennedy Middle School will improve its ranking on the State of Florida ROI Index publication from the 76th percentile in 2003 to the 77th percentile on the next publication of the Index.

John F. Kennedy Middle School strives to promote customer satisfaction among all of its stakeholder populations. The school's staff overwhelmingly rated the school with high marks, specifically in the area of leadership (4.2 on a 5.0 scale/ or 84% on a 100 point scale), given the 2005 School Improvement Survey. The two areas which produced the lowest scores were business results and strategic planning. When the staff was asked how familiar it was with the state of financial matters at the school (question 7c), the average score was 3.7 on a 5.0 scale (74% on a 100 point scale). Along the same lines, when staff members were asked if their input was frequently sought, the average score was 3.8 on a 5.0 scale (76% on a 100 point scale). In order to improve the staff's perception in these two areas, the school will increase utilization of the email system to share recent developments regarding budget and to seek more staff member input.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

John F. Kennedy Middle School

VISION

John F. Kennedy Middle School seeks to enrich all stakeholders by promoting an educational environment far exceeding those of surrounding competitors through the provision of the best possible educational experiences for our students; the constant training and retraining of our professional educators in the best teaching practices and new innovations in the field; and strengthening of solid partnerships with the surrounding community.

MISSION

It is the mission of the John F. Kennedy Middle School staff, students, parents and community to create an instructional environment that is safe and enhances our students' academic, vocational and technical programs. This will be achieved through a diversified, multicultural curriculum targeting career awareness, career exploration, and career choices while promoting the development of responsible citizens, who can effectively assess knowledge, critically analyze problems and creatively seek solutions.

CORE VALUES

John F. Kennedy Middle School seeks to enrich all its stakeholders by promoting an educational environment that far exceeds those of surrounding competitors through: the provision of the best possible educational experiences for our students; the constant training and retraining of our professional educators in best teaching practices and new innovations in the field; and the building and strengthening of solid partnerships with the surrounding community. It is the mission of the John F. Kennedy Middle School staff, students, parents and community to create a safe instructional environment that enhances our students' academic, vocational and technical skills, and to actively educate students with diverse socio-economic backgrounds by integrating thematic curricula with subject area instruction to prepare students for further education. This will be achieved through a diversified, multicultural curriculum which targets career awareness, career exploration, and career choices while promoting the development of responsible citizens who can effectively assess knowledge, critically analyze problems, and creatively seek solutions. John F. Kennedy Middle School is dedicated to the pursuit of heightened educational achievement for all our students by providing them with the best product on the "educational market" so that students may become productive and involved citizens of the community we serve.

School Demographics

John F. Kennedy Middle School, a school priding itself in educational innovation, has a multicultural population, which reflects the diversity of the surrounding community of North Miami Beach. We have a population of 1978 students in grades six through eight. The student population includes standard curriculum students (69%), Gifted students (20%), Students With Disabilities (7%) and Limited English Proficient students (6%), and is 65% Black Non-Hispanic (a vast majority of these are of Haitian-Creole descent), 23% Hispanic, 6% White Non-Hispanic, and 4% Asian/Indian/Multiracial. Currently, 511 of the students are enrolled in the Biomedical Environmental Agriculture Technology (BEAT) Magnet; 124 students are in English for Speakers of Other Languages (ESL) (Levels 1-4). Eighty percent (80%) of our students are classified as economically disadvantaged. The demographics of the instructional staff is as follows: 101 full-time teachers comprised of 70 females (69%) and 31 males (31%); 23 % White, 55 % Black, 21 % Hispanic 1% Asian/Pacific Islander; 7 paraprofessional student aides comprised of six females and one male, 85 % Black, 15% Hispanic; six student services staff members, all female, 33 % Black, 33% White, and 33% Hispanic; two White female reading coaches, and one Black female math coach. Instructional programs are designed to meet the individual needs of our student population. Many programs and initiatives allow us to provide our students with a comprehensive educational product far exceeding those of neighboring competitors. Among the resources allowing this outstanding educational program to transpire are as follows: Creating Independence Through Student-Owned Strategies (CRISS), Reading Plus, BEAT Magnet Program, After School Tutoring, Lexia Computer Software, Compass Computer Software, Read 180 Computer Software, Weaver Computer Software and several itinerant staff addressing specific exceptionalities. In order to address the needs of our students, additional teachers have been hired, sixth period supplements have been provided, and class sizes have been reduced. A tutoring program has been provided which includes Pull-Out Tutoring, After School Tutoring, and a school-designed Summer Academy spanning seven weeks. Additionally, funds have been earmarked for Saturday Tutoring and/or additional tutoring needed by students prior to the administration of the FCAT. John F. Kennedy Middle School offers a wide variety of extra-curricular activities to students, thereby enhancing their academic, social, and physical growth: debate, drama, student council, chess club, mathematics club, social studies club, career club, Future Farmers of America (FFA), Future Business Leaders of America (FBLA), 5000 Role Models of Excellence, multicultural club, National Junior Honor Society, cheerleading, basketball, volleyball, SECME, track and cross country, wrestling, and Future Educators of America (FEA). Additionally, the school is home to the Biomedical Environmental Agriculture Technology (BEAT) Magnet which further advances academic skills via thematic instruction in biomedical and environmental career fields. In addition, teachers expand their roles in the success of student achievement by developing scope and sequence lessons for language arts, science, mathematics, and social studies. John F. Kennedy Middle School has received numerous awards and grants during the past several years, including a Florida Agriscience Student Recognition Award, and a Magnet Schools of America National Magnet School of Excellence designation. Regarding grants, the school has received nearly three million dollars (\$ 3,000,000.00) over the past six years with grants such as the Magnet Schools Assistance Program, Qualified Zone Academy Bond (QZAB), Education Fund, Chase Bank, Title I, Title III, and Title V grants. The school prides itself in its dedication toward daily improvement in student instruction. "Perfection" is a word which does not appear in the John F. Kennedy middle vocabulary, for the staff believes in always having room for improvement. JFK is an educational institution where many students come from humble beginnings, and most students call Haitian-Creole their first language, yet its commitment to excellence is evident as for the first time in its 50-year history; it earned the distinction of being graded as a "A" school by the Florida Department of Education.

School Foundation

Leadership:

Articulated and enacted, the mission and vision of the school was perceived by most stakeholders to be a great strength for John F. Kennedy Middle School. JFK ranked highest in the Leadership portion (4.2) of the Organizational Performance Improvement Survey (OPIS) completed in September of 2005. As evidenced by the OPIS, the John F. Kennedy Middle School staff stakeholder population affirms that the organization obeys laws and regulations and keeps them abreast of what it thinks is most important. Further, staff is aware of the organization's mission. Additionally, administrators utilize the organization's values to guide staff, they strive to create a work environment which allows educators to provide the student stakeholder population with a high-quality education.

District Strategic Planning Alignment:

District Strategic Planning Alignment rated the lowest (3.9), of the seven categories on the OPIS. Staff members feel that they are not as aware of how well the school is doing financially or what its future plans in comparison with other categories. Some believe the organization could do more to remove the obstacles that get in the way of progress. Respondents want supervisors to use staff talents well and listen to new ideas about plans for the future.

Stakeholder Engagement:

On average, John F. Kennedy Middle School stakeholders rated Customer and Market Focus a score of 4.2. Staff members know who the most important customers are, they maintain frequent contact with customers, and they are allowed to partake in the decision-making process to solve customer problems. The staff is highly satisfied with their relationship to their customers, believing that they have the information they need to make informed decisions to solve problems involving their work.

Faculty & Staff:

With an average score of Human Resource Focus components of 4.1, our staff demonstrates confidence about measuring and analyzing the quality of their work. They know what the school's mission is and most feel inclined to work toward accomplishing the mission and goals of the school. John F. Kennedy Middle School designed and implemented a year long Teacher Induction Program designed to introduce new teachers to every aspect of teaching in addition to District-sponsored orientation workshops and in services. Professional Growth Teams are also assigned to assist annual contract teachers with effective classroom teaching strategies. Annual Contract teachers are observed twice, and veteran teachers are observed once during the school year utilizing the Professional Assessment and Comprehensive Evaluation System (PACES) prescribed by the District. All teachers are surveyed at intervals during the school year, and professional development workshops are tailored to meet their needs and strengthen their total educational delivery to increase student achievement.

Data/Information/Knowledge Management:

Staff members rated the administration's leadership skills pertaining to "measurement, analysis, and knowledge management" with a score of 4.3 on a 5.0 scale. "Leadership" was the top-rated category (along with measurement, analysis, and knowledge management). Generally the staff works as a team and they feel safe in the workplace. The

lowest responses in this category (4.1) involved asking customers whether or not they are satisfied. The implementation of increased Parent Academy and Bilingual Parent Outreach Program offerings to parents, in coordination with increased public relations activities, is being implemented to proactively address customer satisfaction.

Education Design:

As the staff collects information about the quality of their work and have control of the processes necessary for doing their work, staff rated questions concerning knowledge of how the school runs an average of 4.0. The research-based school improvement model utilized by John F. Kennedy Middle School is the 8-Step Continuous Model (CIM), a data-driven, results-oriented improvement model. The plan has been fused with the philosophies of Total Quality Management (TQM) and Effective Schools Research. The CIM has proven effective for John F. Kennedy Middle School as a great deal of emphasis is placed on curricular reform and program development to address needs of specific target groups as they arise.

Performance Results:

The average score delineating the function of the school was 4.1, indicating general satisfaction among key stakeholders with margin for continuing improvement. The staff is most satisfied that their work products meet requirements for high quality and that the organization obeys laws and regulations and has high ethics. This year the school will target classroom management. The average over-all job satisfaction increased to 4.3 from 4.2 the previous assessment, indicating a general satisfaction with the overall attainment of goals and vision developed by the administration, faculty, and staff of John F. Kennedy Middle School.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract and retain high-quality, and highly qualified teachers, the school often attends teacher fairs, maintains representation on the Miami Teaching Fellows interview committees, and often advertises all of its successes in the local newspapers. Additionally, the administrative team firmly believes that satisfied teachers will produce a more educated, well-rounded student who enjoys and thrives on education. In order to promote this feeling, the administration at John F. Kennedy Middle School maintains an open door policy, and often involves its teachers in educational decisions.

• Highly Qualified, Certified Administrators:

Kay Mikulas, Principal, 075754

Ms. Mikulas is a 35-year veteran of the Miami-Dade County Public School System. She has served the school system in the capacity of teacher and assistant principal prior to becoming Principal at John F. Kennedy Middle School in 1998. Ms. Mikulas holds Florida Department of Education certification in the following areas: Social Studies (6-12), Science (6-12), and Administration and Supervision. She received a Bachelor of Science degree in Social Studies and Science Education from Florida Atlantic University in June of 1972. She went on to receive her Master of Science in Administration and Supervision from Nova-Southeastern University in June of 1978. She has served as the principal of John F. Kennedy Middle School since July 1, 1998. Prior to ascending to the principalship, she served as Assistant Principal at Norland Middle School from 1986 - 1998, and at Brownsville Middle School from 1982 – 1986. She taught both social studies and science at John F. Kennedy Middle School from 1972-1975, and at American Senior High School from 1975-1981. Ms. Mikulas was recognized as the Miami-Dade County Public School System's Teacher of the Year in 1981, and also as one of five state finalists for the Florida Teacher of the Year in 1981. In 1998 she was recognized as Region II's Assistant Principal of the Year. Ms. Mikulas is also a national trainer in the area of middle school implementation. She is credited with the development of one of the county's premier middle grades magnet programs at John F. Kennedy Middle School - the Biomedical Environmental Agriculture Technology (BEAT) Program. Throughout her career, Ms. Mikulas has developed and implemented innovative programs addressing the needs of multi-cultural students through creative scheduling, infusion of technology across the curriculum, securing of grants, and stakeholder involvement programs. During her eight-year tenure as JFK's Principal she has been awarded three Commendable evaluations, and five Distinguished evaluations. As Principal of John F. Kennedy Middle School, FCAT scores have steadily increased on a yearly basis. Ms. Mikulas is a member of the Dade Association for School Administrators (DASA), National Association for Secondary School Principals (NASSP), District Middle School Liaison Committee, Gifted Task Force, National Middle School Association, Florida League of Middle Schools, North Miami Beach Chamber of Commerce, and the JFK Parent Teacher Student Association (PTSA).

Mrs. Mary Kate Parton, Assistant Principal, 211785

Mary Kate Parton draws upon over a decade of experiences with students, staff, and faculty at John F. Kennedy Middle School and the Miami-Dade County Public School System. She served as an Agriculture, Language Arts, and Reading teacher; maintaining Florida Department of Education Certifications in Agriscience (6-12), Educational Leadership (All Levels), English (6-12), and Speech (6-12). She received both a Bachelor of Science Degree and Master of Science Degree from the University of Miami in 1994 and 1997 respectively, and is currently pursuing a Doctorate of Philosophy in Education from Barry University. A 1995 finalist for the District Sallie Mae Teacher of the Year, Ms. Parton was also the Francisco R. Walker Teacher of the Year for John F. Kennedy Middle School in 2000. Mrs. Parton has received several national awards for excellence in Agriscience Education, including: National FFA Agriscience Teacher of the Year Finalist (2000), National NAAE Outstanding Young

Member (1999), and NAAE National Outstanding Teacher (2000). The author of several successful grant projects, Mrs. Parton is credited with the development of the BEAT Magnet Program. Mrs. Parton secured several grants for John F. Kennedy Middle School including the national Magnet Schools Assistance Program (MSAP) Grant, Title III and Title V Grants, several Qualified Zone Academy Bond (QZAB) Grants, Chase Manhattan Bank Grant, and multiple grants from the Education Fund; all developed to meet the needs of a diversity of learners. Mrs. Parton serves as a national trainer and presenter for magnet program development, middle grades curriculum, and grant writing. Mrs. Parton is currently serving her second year as Assistant Principal and is responsible for the following administrative assignments: supervision of magnet, gifted, science, language arts, mathematics, reading, and social studies departments; teacher observations; instructional grants and budgets; technology and property control; master schedule and articulation; internal funds, personnel and budget conferences. Mrs. Parton's first evaluation as an Assistant Principal was 'Commendable' and five previous annual Lead Teacher Performance and Evaluation ratings have been "Exemplary". Her professional associations include the National Middle School Association, ASCD, EESAC, and JFK PTSA.

Mr. William McCard, Assistant Principal, 074911

William McCard is a 35-year veteran of the Miami-Dade County Public School System. He has served the school system in the capacity of teacher, activities director, community affairs specialist, and assistant principal in various other locations prior to becoming assistant principal at John F. Kennedy Middle School in 1993. Mr. McCard holds Florida Department of Education certifications in social studies and administration. He received a Bachelor of Science degree in Education from Florida Atlantic University in June of 1970. He went on to receive his Master of Education in Curriculum and Instruction from Florida Atlantic University 1973. Mr. McCard was recognized as Miami Central High School's Teacher of the Year in 1973, and Dade County PTSA Assistant Principal of the Year in 1997. His administrative assignments have included discipline, attendance, safety-to-life, cafeteria, facilities maintenance and construction, transportation, school beautification, opening/closing of school, and PTSA Liaison. His dedication to the academic progress of his eighth grade students is evident, as he develops and implements an academic writing program on a yearly basis. His efforts have contributed to the steady increase in FCAT Writes! student scores. During his 12-year tenure at John F. Kennedy Middle School, Mr. McCard has received "Commendable" on all of his evaluations. Mr. McCard has been involved with the DASA Executive Boards, the United States Marine Corps Reserves, the National Reserve Noncommissioned Officers Association, Boy Scouts of America, and Optimist Athletics.

William Aristide, Assistant Principal, 181932

The 2005-06 school year marks Mr. Aristide's fourth year as an Assistant Principal at John F. Kennedy Middle School, and his 15th year in the education field. Before becoming an assistant principal, Mr. Aristide taught at Godby Senior High School in Tallahassee, Florida, Horace Mann Middle School, Golden Glades Elementary School, and at Lake Stevens Middle School. He also served as a teacher/trainer for C.O.P.E. Center North and was a teacher on special assignment for the District's Multicultural and Alternative Education Offices. Mr. Aristide's extraordinary efforts as an educator led him to be recognized as the New Teacher of the Year (1991) and Teacher of the Year (1994) for Golden Glades Elementary, and SWD Teacher of the Year (1995) at Lake Stevens Middle School. At John F. Kennedy Middle School, Mr. Aristide manages discipline, faculty meetings, beginning teacher program, professional development, Alternative to Suspension Program, P.A.C.E.S. training, school uniform policy, ESL Program, community health clinic, and immunizations. His dedication to the academic achievement of his assigned seventh grade group is evident as he oversees the development and implementation of the Accelerated Reader program for that grade level, which has been directly tied to student achievement. Mr. Aristide received his Bachelor of Arts Degree in Criminology from Florida State University, and his Master of Science Degree in Special Education from the University of Miami, and an Educational Specialist Degree from Florida Atlantic University. Mr. Aristide has secured one "Distinguished" and three "Commendable" evaluations while at JFK. Mr. Aristide is a member of the National Education Association (NEA), Alpha Phi Alpha Fraternity Inc., Big Brother/Big Sisters, Haitian American Administrators Association, Florida State University Alumni Association, National Association of Black School Educators (NABSE), and the Club Creole of Greater Miami.

Mr. Peter G. Melton, Assistant Principal, 238655

Mr. Melton is a seven year veteran of Miami-Dade County Public Schools where he has served as a technology studies and mathematics teacher. Mr. Melton holds Florida Department of Education Certification in Mathematics (5-9), Business Education (6-12), Industrial Arts (6-12), and Educational Leadership. As a technology studies teacher, Mr. Melton was advisor of Miami Norland's chapter of Technology Students of America. His efforts in that area led to the development of technology studies programs of over 180 students, with many of his students winning events at the local, state, and national level. As a teacher of mathematics, Mr. Melton served as mathematics co-chair and provided instructional leadership in the development of school-wide mathematics assessments, Algebra I curriculum, and was responsible for the implementation and integration of technology in mathematics curriculum. Mr. Melton received both his Bachelor of Arts Degree and Masters of Arts Degree from Florida International University. Upon completing his Master's Degree, Mr. Melton served as adjunct professor at Florida International and Miami-Dade College teaching hospitality management, hospitality marketing, keyboarding, as well as both introductory and advanced level courses in Microsoft Office. Mr. Melton brings more than 10 years of industry experience to his current role of assistant principal. At John F. Kennedy Middle School, Mr. Melton's responsibilities include; middle school team concept, 6th grade discipline and instructional programs, oversight of school activities and field trips, Special Education, and textbooks. Mr. Melton is currently working on a Doctorate of Education Degree in Organizational Leadership at Nova Southeastern University.

• Teacher Mentoring:

John F. Kennedy Middle School designed and implemented a year long Teacher Program designed to culture new teachers to every aspect of teaching in addition to District-sponsored orientation workshops and in services. An administrator is officially assigned to oversee the Beginning Teacher program. The administrator meets with new teachers twice a month in order to address any concerns and provide basic classroom procedures training. Professional Growth Teams are also assigned to assist annual contract teachers with effective classroom teaching strategies. Annual contract teachers are observed twice, and veteran teachers are observed once during the school year utilizing the Professional Assessment and Comprehensive Evaluation System (PACES) prescribed by the District. All teachers are surveyed at intervals during the school year, and professional development workshops are tailored to meet their needs and strengthen their total educational delivery to increase student achievement.

• School Advisory Council:

John F. Kennedy Middle School promotes a cooperative and collaborative body of leadership including representatives from all stakeholder populations to serve on the school's primary decision-making body, the Educational Excellence School Advisory Council (EESAC). The EESAC supports every effort aimed at heightened student achievement and allocates funds for the after-school, Saturday, and Summer Academy tutorial program. The council also plays an integral role in developing the School Improvement Plan yearly. It also recommends instructional material to supplement the scope-and-sequence curriculum model utilized in each academic discipline. Specifically, the council supports John F. Kennedy's efforts by participating in additional data analysis instruction to best determine student needs; appropriating funds for further curricular development and implementation of the extended learning opportunities; making recommendations regarding purchasing of instructional materials; helping facilitate the improvement of parental involvement; and monitoring the progress of school goals, objectives, implementation of strategies, completion of required activities, and analysis of formative data.

• Extended Learning Opportunities

John F. Kennedy Middle School provides its students with a myriad of extended learning opportunities:

1. After-School/Before-School Tutorial programs—provides strand-specific instruction four days a week.

2. Pull-Out tutoring during the school day provided to strengthen students' writing proficiency.
3. Saturday Tutoring provided to strengthen students' proficiency in reading, mathematics, science, and writing.
4. Seven Week Summer Academy program providing strand-specific curriculum in reading, mathematics, and science.
5. Academic developmental program where students who score at the lowest quartile are provided with the opportunity to take developmental reading, mathematics, or writing class(es) in lieu of an elective(s).
6. Plato course recovery seventh period class.
7. LEP Pull-Out tutoring.
8. Reading Plus and Read 180 Tutoring.

• School Wide Improvement Model

The research-based school improvement model utilized by John F. Kennedy Middle School is the 8-Step Continuous Model (CIM), a data-driven, results-oriented improvement model. The plan has been fused with the philosophies of Total Quality Management (TQM) and Effective Schools Research. To this end, student achievement data is continually analyzed from a myriad of sources. FCAT Assessments, research-based reading and mathematics assessments, MAZE, and Interim Assessments are all essential components of determining course development, student placement, and development of intervention strategies targeting specific students within achievement levels. Stakeholder feedback of each process is continually used in the redevelopment and improvement of instructional processes for the following year. Professional development of stakeholders, including faculty and staff, is also an important goal for this year.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

John F. Kennedy Middle School will provide every member of its student population with a competitive education which includes all the skills and competencies necessary to master state standards and make annual learning gains in the area of reading.

Needs Assessment

Results of the March 2006 FCAT Reading Assessment indicate that fifty-five percent (55%) of the student population scored at or above FCAT Level 3. Additionally, the total school population proved strongest in the areas of Comparisons (68% correct, 15% increase) Words and Phrases (67% correct, 7% increase) and Main Idea/Purpose (63% correct, 6% increase), while Reference/Research (60% correct, 5% increase) proved to be the weakest strand. When Adequate Yearly Progress (AYP) of established subgroups is analyzed, the Limited English Proficient (LEP) and Students With Disabilities (SWD) population did not achieve the standards established by the state according to the No Child Left Behind parameters. Twenty three percent (23%) of the required 51 % of the LEP population scored at or above grade level, a seven percent (7%) increase when compared to scores of the 2005 FCAT Reading Assessment administration. The 2006 assessment has uncovered needs, which include, but are not limited to: 1. CRISS training for staff on those learning strategies, which maximize reading comprehension; 2. development and implementation of a tutorial program targeting student weaknesses according to strands for the lowest quartile 3. the instructional initiative, which promotes identification of causal relationships and reference and research skill development and; 4. the addition of developmental reading class sections to the master schedule tailored to meet the

specific needs of the LEP and SWD populations; 5. the development and implementation of extended tutorial opportunities tailored to meet the specific needs of the LEP and SWD populations.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will increase their reading proficiency as evidenced by at least 57% of students scoring at FCAT Level 3 or above given scores on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades six through eight will increase their reading proficiency as evidenced by 51% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades six through eight will increase their reading proficiency as evidenced by 51% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule every student who scored "100" on the 2006 administration of the FCAT Reading Assessment to attend monthly academic development sessions with the Trust Counselor	APC, Trust Counselor	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Require all teachers to identify lowest quartile students assigned to them and closely monitor each student's progress	APC, Department Chairpersons	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Purchase 1,541 hours of teacher instruction to implement intensive strand-specific after-school and Saturday tutorial program addressing needs of AYP subgroups not making adequate progress. Implementation monitoring assessed by student attendance and in house and research-based assessments. Implement monthly academic development group sessions with lowest quartile students.	APC, Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$52500.00
Purchase hourly teachers to implement intensive strand-specific after-school and Saturday tutorial program addressing needs of AYP subgroups not making adequate progress.	Principal, APC, Reading Coach	08/14/06	05/30/07	Small Learning Communities	\$0.00
Provide 30 one-eighth teaching supplements to place students in subgroups not meeting AYP (ESL and SWD) and lowest quartile students in intensive developmental reading	APC, Counselors, Teachers	8/14/06	5/30/07	Inclusion	\$150000.00

classes in compliance with the Comprehensive Research –Based Reading Program.	
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Research-Based Programs

- Language Arts Textbook McDougal Littell
- READ 180
- Reading Plus

Professional Development

- Creating Independence Through Student-Owned Strategies (CRISS)
- SPI training
- Data Analysis
- FCAT Explorer
- Reading Plus

Evaluation

- 2006 FCAT Reading Assessment
- Interim Assessments
- Attendance at tutorial programs
- FCAT Explorer
- Compass
- Lexia

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

John F. Kennedy Middle School will provide every member of its student population with a competitive education which includes all the skills and competencies necessary to master state standards and make annual learning gains in the area of mathematics.

Needs Assessment

Results of the March 2006 FCAT Mathematics Assessment indicate that fifty-one percent (51%) of the student population scored at or above FCAT Level 3, a two percent increase when compared to the scores of the 2005 administration. Additionally, the total school population proved strongest in the areas of Geometry (50% correct), and Number Sense (58% correct), while Algebraic Thinking (44% correct) and Measurement (44% correct), and Data Analysis (44% correct), proved more challenging for students. When Adequate Yearly Progress (AYP) of established subgroups is analyzed, the Limited English Proficient (LEP), Students With Disabilities (SWD), African American, and Economically Disadvantaged student populations did not achieve the standards established by the state according to the No Child Left Behind parameters (50% at or above grade level). Forty-nine percent (49%) of the Economically Disadvantaged population scored at or above grade level, a seven percentage point increase when compared to scores of the 2005 FCAT Mathematics Assessment, and 48% of the African-American population scored at or above grade level in mathematics, a seven percent increase over the previous year. Twenty-three percent (23%) of the required fifty percent (50%) of the LEP population scored at or above grade level, a one percentage point increase when compared to scores of the 2005 FCAT Mathematics Assessment administration. Twelve percent (12%) of the Students With Disabilities population scored at or above grade level on the 2006 administration of the FCAT mathematics Assessment. The 2006 assessment has uncovered needs, which include, but are not limited to: 1. Revise scope-and-sequence of the curriculum to include more activities encompassing the weakest strands and

benchmarks; 2. development and implementation of a tutorial program targeting the weakest strands for the lowest quartile; 3. the addition of intensive developmental mathematics class sections to the master schedule tailored to meet the specific needs of the LEP, SWD, African-American, and Economically Disadvantaged populations; 4. and the development and implementation of extended tutorial opportunities tailored to meet the specific needs of the LEP, SWD, African-American, and Economically Disadvantaged populations.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will increase their mathematics proficiency as evidenced by 57% of students scoring at FCAT Level 3 or above given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), African-American students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at or above FCAT Level 3 given scores on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase additional mathematics textbooks and instructional materials above textbook allocation to meet needs of accelerated mathematics students.	APC, Mathematics Coach, Mathematics Department Chairperson	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase 1541 teacher instructional hours to implement intensive strand-specific summer program for subgroups not meeting AYP and students in the lowest quartile.	APC, Mathematics Coach	08/14/06	05/30/07	District Strategic Plan	\$52500.00
Purchase mathematics coach to identify lowest quartile students and closely monitor each student's progress toward benchmark mastery. Work with teachers to ensure scope and sequence compliance.	APC, Mathematics Coach	08/14/2006	05/30/2007	Continuous Improvement Model	\$50867.00
Schedule every student who scored "100" on the 2006 administration of the FCAT Mathematics Test to attend monthly motivational sessions with the Trust Counselor as monitored by sign in logs.	APC, Trust Counselor	08/14/2006	05/30/2007	Mentoring Opportunities	\$0.00

Purchase 2,000 teacher hours to implement intensive strand-specific tutorial after-school/before-school, and/or Saturday program for subgroups not meeting AYP and students in the lowest quartile as monitored by in house benchmark and/or Interim Assessments.	APC, Mathematics Coach	8/14/2006	5/30/2007	Small Learning Communities	\$60000.00
Provide 18 one eighth supplements for teachers to provide intensive developmental mathematics classes to lowest quartile students and students in ESL and SWD subgroups not making adequate yearly progress as monitored by in house benchmark and/or Interim Assessments.	APC, Mathematics Coach, Counselors, Teachers	08/14/06	05/30/07	Inclusion	\$90000.00

Research-Based Programs

- Mathematics Textbook—Glencoe
- Riverdeep
- Gizmo
- District Pacing Guide

Professional Development

- SPI training
- Data Analysis
- FCAT Explorer
- ASSES2Learn
- Riverdeep
- Gizmo

Evaluation

- 2006 FCAT Mathematics Assessment
- Interim Assessment
- Attendance at tutorial programs
- FCAT Explorer
- Riverdeep
- Assess2Learn

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

John F. Kennedy Middle School will provide every member of its student population with a competitive education which includes all the skills and competencies necessary to master state standards and make annual learning gains in the area of writing.

Needs Assessment

Results of the 2006 FCAT Writes! Assessment indicates that eighty-two percent (82%) of eighth grade students tested scored at the state's mastery level of 3.5 or higher. Eighteen percent (18%) of eighth grade students scored below the state mastery level. Eighth grade students tested achieved a combined mean score of 4.0, demonstrating a significant increase when compared to the eighth grade population's average writing score of 3.9 in 2005. Specifically, eighth grade students tested with the expository version of the FCAT Writes! Assessment achieved a mean score of 3.9, while students tested using the persuasive version scored a mean scale score of 4.0, a 2/10 increase when compared to the previous year's score. Data indicates the curriculum needs to reflect more of a focus on expository writing, with a continued effort to develop writing skills including focus and conventions. Further, ninety-three (93%) of students improved writing proficiency by one percent (1%), a five percent (5%) increase when compared to the amount of students who improved after undergoing the 2005 administration of the FCAT Writes! Assessment. Sixty seven percent (67%) of Students with Disabilities (SWD) students improved writing proficiency by one percent, a sixteen percent increase over 2005.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, students in grade eight will score 3.5 or higher on the 2007 administration of the FCAT Writes! Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Issue quarterly writing assessments to students in order to monitor progress	APC, Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop writing portfolios in language arts classes	Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the use of "writing-across-the-curriculum"	APC, Department Chairs	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide professional development to teachers in the FLDOE Rubric Scoring System	APC, AP in charge of professional development, Department Chairs	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Develop an intensive writing class for eighth grade students.	APC, Reading Coach, Counselors	08/14/06	05/30/07	Small Learning Communities	\$10000.00
In addition to the above strategy, implement an intensive writing class specializing in short and extended response questions for eighth grade students.	APC, Reading Coach, Counselors	08/14/06	05/30/07	District Strategic Plan	\$5000.00

Research-Based Programs

- McDougal Littell resources

Professional Development

- Holistic scoring training
- Data analysis training
- Edusoft

Evaluation

- 2007 FCAT Writes! Scores
- Edusoft Data
- Teacher Generated Writing Assessments

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

John F. Kennedy Middle School will provide every member of its student population with a competitive education which includes all the skills and competencies necessary to master state standards and make annual learning gains in the area of science.

Needs Assessment

Results of the March 2006 FCAT Science Assessment indicate that eighth grade students tested achieved a mean scale score of 277, seven points above the District average. Students demonstrated an 11% increase in mastery of Earth and Space Science content area questions (53% correct) in comparison with the previous administration of the FCAT. Additionally, eighth grade students scores reflect great strength in the area of Life and Environmental science (53% correct), while weaker in the areas of Physical and Chemical science (45% correct), and Scientific Thinking (42% correct).

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will increase their science proficiency as evidenced by at least 45% of students scoring at FCAT Level 3 or above given scores on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct ongoing leadership meetings to examine student progress towards skills mastery	APC, Science Coach, Department Chair, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase two hourly teachers to develop and implement a seven week summer academy program to provide instruction and improve benchmark mastery among students in the lowest quartile and/or students in low performing subgroups (SWD and ESL)	APC, Science Coach, Department Chair	08/14/06	05/30/07	Continuous Improvement Model	\$16750.00
Purchase hourly teachers to develop and implement a tutorial program to address student deficiencies in science four hours each week as evaluated by sign in logs and teacher generated assessments.	APC, Science Coach	08/14/06	05/30/07	Small Learning Communities	\$9000.00

Research-Based Programs

- Glencoe Textbook
- Gizmo
- District Pacing Guide

Professional Development

- Scope-and-Sequence Implementation Training
- Gizmo training

Evaluation

- March 2007 FCAT Science Assessment
- Site-authored assessments

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

John F. Kennedy Middle School will strengthen its bond with the parent stakeholder community by expanding its opportunities for involvement.

Needs Assessment

District data, derived from 2005-2006 sign-in rosters indicate seven (7%) of parents participated in at least one school site workshop. A large number of parents from the John F. Kennedy Middle School Community are recent arrivals to the United States of America. They are unfamiliar with the school system and the State's examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, with limited spare time to attend their children's academic and social activities. The level of involvement of parents will need to be highly focused and well planned to maximize the efforts to generate increased participation and support. At this time, complete Parent Academy Data for the 2005-2006 school year is not yet available for analysis.

Measurable Objective

Given the need to establish a link with home and community to support the efforts of improving the academic achievement of students, parental involvement will continue to be an integral part of our efforts for improvement showing a one percent (1%) increase in the level of parental participation at Parent Academy events from seven to eight percent (7% to 8%) when compared to data from the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct monthly EESAC/PTSA meetings to inform parents about school improvement efforts	Principal, AP	08/14/06	05/30/07	District Strategic Plan	\$0.00
Invite parents to participate in the various awards programs which showcase the academic achievement of John F. Kennedy Middle School students	AP's	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide strategies for parents to use at home to support reading, mathematics, writing, and science efforts	APC, Reading Coach, Mathematics Coach, Science Coach, CIS	08/14/06	05/24/07	District Strategic Plan	\$0.00
Encourage and increase parental involvement in student achievement and planning by way of monthly written and verbal communication	APC, AP, CIS, Reading Coach	08/14/06	05/30/07	Community Partnerships	\$0.00
Conduct Parental FCAT training in coordination with the Parent Academy and BPOP.	APC, AP/Activities, Reading Coach, CIS	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Utilize Community Involvement Specialist to conduct weekly home visits in order to promote parental involvement	CIS	08/14/06	05/14/07	Community Partnerships	\$0.00

Research-Based Programs

- National Parent Teacher Association (PTA) Standards for Parents and Family Involvement Program.

Professional Development

- Monthly EESAC Meetings
- Monthly PTSA Meetings
- Parent Academy
- Bilingual Outreach Program

Evaluation

- Workshop attendance rosters
- PTSA meetings attendance roster
- EESAC meeting attendance rosters
- Parent Academy attendance rosters
- BPOP attendance rosters

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

John F. Kennedy Middle School will provide the standard of discipline and safety required to produce a student stakeholder population who will meet all state mastery criteria academically.

Needs Assessment

A review of the data associated with the Student Case Management System indicates there is a need for improvement in student attendance and behavior. During the 2005-2006 school year, John F. Kennedy Middle School students were issued approximately 797 indoor and outdoor suspensions. The school's attendance rate for the 2005-2006 school year is 95.71%.

Measurable Objective

Given instruction using the student code of conduct, students will improve their behavior as evidenced by a five percent decrease in the number of indoor and outdoor suspensions (from 797 to 757) served by students during the 2006-2007 school year when compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Devise a program which provides alternatives to suspension to allow for instructional continuity	AP's, Counselors	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide incentives to students who consistently comply with the student code of conduct	AP's	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop a program to maintain or increase student participation in the school breakfast program.	AP's, Counselors, CIS, Non-Instructional Staff	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a program to reduce the percentage of safety-to-life violations by 5% when 2007 data is compared to 2006 data.	AP's, Zone Mechanic, Custodians, Regional Maintenance Staff	08/14/06	05/30/07	District Strategic Plan	\$0.00
Review and reinforce existing discipline program via participation in Student Code of Conduct Training.	AP's, Counselors	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Continue the comprehensive student services program to reduce the number of case management referrals including counseling upon reentry to school.	AP's, Counselors	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide professional development for teachers in classroom management techniques and discipline procedures on early release days.	AP's	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Continue comprehensive student attendance program by purchasing 300 clerical employee hours to contact parents in an effort to maintain or improve student attendance.	AP's, Counselors, CIS, Clerical	08/14/06	05/30/07	District Strategic Plan	\$3000.00

Research-Based Programs

- Not Applicable

Professional Development

- Peer mediation training
- Student Code of Conduct Training
- Classroom Management Training

Evaluation

- COGNOS Reports
- ITS reports

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

John F. Kennedy Middle School will provide all stakeholders equitable access to current technology according to the 2005 STaR School Profile and prepare students with necessary technology skills necessary for a competitive workplace.

Needs Assessment

Historical trends, notably, the 2004 STaR School Profile Survey, indicate that staff at John F. Kennedy Middle School achieved a mean Technology Support score of 2.6, in comparison with district mean scores of 2.5 and state mean scores of 2.4 respectively. The analysis indicates that John F. Kennedy Middle School demonstrated strengths in the areas of funding support (3.3) and Technology Support (2.7), while showing weakness in the area of Instructional Technology Support (2.0). Also indicated in the 2005 STaR Survey was the Educators and Technology indicator, demonstrating strength in the area of administrator application of technology with a score of 3.4 in comparison with district and state scores of 2.3 and 2.6 respectively. The greatest opportunity for improvement in the Educators and Technology area is the Teacher use of Technology indicator of 1.6 at John F. Kennedy Middle School, compared to 2.3 in the district and 2.6 for the state. At this time, data from the 2005-2006 STaR Survey is not available for analysis.

Measurable Objective

Given instruction based on computer literacy standards, John F. Kennedy Middle School will increase teacher use of technology by five percent to 1.7, as evidenced by the 2006 results of the STaR School Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reduce the number of obsolete computers with Windows 98 Operating Systems by 15%	AP for Technology, Computer Technicians	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Monitor technology support by maintaining a daily log of staff requests	AP for Technology, Computer Technicians	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase teacher use of technology by providing one or more site-based technology training sessions in the area of Electronic Grade book	AP for Technology, Computer Technicians	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase one additional Computer Specialist (12 month) specifically to provide network support for students utilizing computer-based instruction in tutorial and summer academy programs on our 1,200 station network.	APC, Computer Specialist	08/14/06	05/30/07	Continuous Improvement Model	\$33000.00
Increase teacher use of technology by providing one or more site-based technology training on efficient email and web site use	AP for Technology, Computer Technicians	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase the number of high quality laser printers and or LCD Projectors for instruction by 10%	Principal, AP for Technology, Computer Technicians	08/14/06	05/30/07	Continuous Improvement Model	\$120000.00

Research-Based Programs

- Not Applicable

Professional Development

- Pinnacle/Excelsior Gradebook Training
- Reading Plus Training
- Gizmo Training
- District training sessions for technology

Evaluation

- 2005-2006 STaR School Profile Report

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

John F. Kennedy Middle School will provide every member of its student population with a competitive education which includes all the skills and competencies necessary to master state standards and make annual learning gains in the area of health and personal fitness.

Needs Assessment

According to the National Conference of State Legislatures “obesity is epidemic in the United States. In the past two decades, rates of overweight and obesity have doubled for children and tripled in adolescents. The percentage of overweight among children and youth has climbed to the 15 percent range. Being overweight or obese increases risk for the top U.S. causes of death and disability including heart disease, stroke, cancer, and diabetes. Across the country, obesity carried a \$117 billion price tag in 2000, accounting for 9 percent of the nation’s total health care costs. The Centers for Disease Control and Prevention estimates that if current obesity trends continue, one-third of all children, and one-half of African-American and Hispanic children, born in 2000 will develop diabetes.”

Furthermore, according to the 2005-2006 FITNESSGRAM results, 63% of the John F. Kennedy Student population tested received awards.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their fitness as evidenced by an increase in the number of award winners from 63% in 2006 to 64% in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze cafeteria menu options	Team Leaders	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Promote school-wide fitness and nutrition by encouraging the completion and return of free and reduced lunch applications and participation in the school meal program.	PE Teachers, AP's, Team Leaders	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Encourage parents to become more involved in the health and physical fitness of their children by providing Parent Academy workshops.	APC, CIS	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Administer pre-test, progress testing and post-testing to compare baseline measures with subsequent progress	AP, Department Chair	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Not Applicable

Professional Development

- Provide in-service opportunities for students, staff, and parents to learn about current information about health and personal fitness.

Evaluation

- FITNESSGRAM results

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

John F. Kennedy Middle School will provide every member of its student population with a competitive education which includes all the skills and competencies necessary to pursue extra curricular and co-curricular electives which align with their future educational plans and career goals.

Needs Assessment

A review of the current curricular trend indicates that elective program enrollment has declined due to state mandates requiring lowest quartile students to enroll in a developmental reading and/or mathematics class in lieu of an elective(s).

Measurable Objective

Student enrollment in career and technical arts academy classes will increase by 3%, from 511 to 526, as evidenced by data derived from the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and maintain a daily progress report monitoring system to ensure academic success of participating students	APC, Lead Teacher	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Organize a Magnet Saturday Orientation and Recruitment Fair to disseminate information regarding career and technical arts academy classes	APC, Lead Teacher	08/14/2006	05/30/2007	Transition and Articulation Programs	\$0.00
Provide recruitment and articulation with eligible schools	APC, Lead Teacher	08/14/2006	05/30/2007	School-to-Career	\$0.00
Initiate mass mail, direct mail, and telephone campaigns to encourage parental involvement and applications to the technical arts academy classes	APC, Lead Teacher	08/14/2006	05/30/2007	School-to-Career	\$3000.00
Provide daily tours upon request for interested parents to showcase student projects and increase parental involvement.	APC, Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

- National Academy Foundation data
- National Middle School Association Key Principles
- Secondary School Reform data

Professional Development

- Provide in-service to school scheduling team designed to enhance career and technical arts/academy models
- National NMSA and MSA Conventions

Evaluation

- ITS reports
- Master Schedule
- Daily Progress Report (DPR)
- Recruitment Logs

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

John F. Kennedy Middle School will rank at or above the 77th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the FLDOE indicate that in 2004-2005, John F. Kennedy Middle School ranked in the 76th percentile on the State of Florida ROI Index.

Measurable Objective

John F. Kennedy Middle School will improve its ranking on the State of Florida ROI Index publication from the 76th percentile in 2003 to the 77th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct an analysis of school-based expenditures	Principal, APC	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Become more informed about the use of financial resources in relation to school programs	Principal, APC	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation	Principal, APC	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, such as partnering with community agencies	Principal, AP's	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Analyze FCAT data to analyze overall cost per student average benefit	AP's, Reading Leader	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

- Not Applicable

Professional Development

- Provide in-service training to promote greater average per student return on investment.

Evaluation

- On the next State of Florida ROI Index publication, John F. Kennedy Middle School will show progress toward reaching the 77th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommends that monies be utilized for the partial funding of the vast myriad of tutorial programs.

Training:

The EESAC recommends that teachers receive in-service training in Best Practices designed to improve FCAT scores.

Instructional Materials:

The EESAC recommends that funds be utilized for the purchase of supplemental materials to facilitate the achievement of the SIP objectives. Specifically, the EESAC has allocated funds for the purchase of classroom libraries in order to provide more educationally meaningful Sustained Silent Reading Time for JFK students.

Technology:

The EESAC recommends that some funds be utilized for the purchase of cutting-edge educational software such as Lexia, Weaver, Compass, and Read 180.

Staffing:

The EESAC recommends that the prior year's FCAT scores and pre-test scores are analyzed to determine specific deficiencies for developmental reading, mathematics, and writing class' curricular development. The EESAC further recommends that these developmental classes be capped at twenty-five (25) students.

Student Support Services:

The EESAC recommends that students posing FCAT deficiencies be counseled on a regular basis for motivational purposes.

Other Matters of Resource Allocation:

The EESAC recommends that a portion of the EESAC funds be designated for Saturday Academy funding in order to provide additional instructional time for those students demonstrating the greatest need.

Benchmarking:

The EESAC recommends that core departments create and implement pre, progress, and post tests at each grade level for benchmarking purposes.

School Safety & Discipline:

The EESAC recommends that security monitors be posted at key areas of the building.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$202,500.00
Goal 2: Mathematics	\$253,367.00
Goal 3: Writing	\$15,000.00
Goal 4: Science	\$25,750.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$3,000.00
Goal 7: Technology	\$153,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$3,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$655,617.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent