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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*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

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### *John F. Kennedy Middle School*

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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 1995 students in grades six through eight. The student population 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, 513 of the students are enrolled in the Biomedical Environmental Agriculture Technology (BEAT) Magnet; 124 students are in English for Speakers of Other Languages (ESOL) (levels 1-4). Eighty (80) percent 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 our students with a comprehensive educational product that far exceeds those of neighboring competitors. Among the resources that allow this great educational program to transpire are: Creating Independence Through Student-Owned Strategies (CRISS), BEAT Magnet Program, After School Tutoring, the Magnet Schools' Assistance Program, 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 which includes 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), Technology Student Association (TSA), 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.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will increase their reading proficiency as evidenced by at least 53% of students scoring at FCAT Level 3 or above given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades six through eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades six through eight will

increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will increase their mathematics proficiency as evidenced by 56% of students scoring at FCAT Level 3 or above given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades six through eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades six through eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), African-American students in grades six through eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades six through eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in grade eight will maintain or improve their writing proficiency as evidenced by at least 90% of the amount of students scoring 3.5 or higher on the 2006 administration of the FCAT Writes! Test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD) in grade eight will improve their writing proficiency by 1% when a comparison is established between 2005 and 2006 FCAT Writes!.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will increase their science proficiency as evidenced by an increase in the mean scale score from 276 to 281 as evidenced by the 2006 FCAT Science Test.

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 five (5) percent increase in the level of parental participation from 43% to 48% when 2004-2005 sign-in logs are compared to 2005-2006 logs.

Given instruction using the student code of conduct, students will improve their behavior as evidenced by a five percent decrease in the number of outdoor suspensions from 916 to 870 during the 2005-2006

school year as compared to the 2004-2005 school year.

Given instruction based on computer literacy standards, John F. Kennedy Middle School will increase teacher use of technology by five percent from 1.6 to 1.7, as evidenced by the 2005 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 a five percent increase in the number of award winners from 62% to 66% as evidenced by 2005-2006 results.

The number of student enrollment in career and technical arts academy classes will increase by 10%, from 379 to 417, as evidenced by data derived from the 2005-2006 school year.

John F. Kennedy Middle School will improve its ranking on the State of Florida ROI index publication from the 80th percentile in 2003 to the 85th percentile on the next publication of the index.

John F. Kennedy Middle School strives to promote a sense of 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 (4.3 on a 5.0 scale/ or 86% on a 100 point scale), given the 2005 School Improvement Survey. The two areas which produced the lowest scores fall into the areas of 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 utilize the email system on a more frequent basis to share recent developments regarding budget, and also 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*

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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 1995 students in grades six through eight. The student population includes standard curriculum students (69%), Gifted Students (14%), Students With Disabilities (8%) and Limited English Proficient Students (6%), and is 67% 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, 513 of the students are enrolled in the Biomedical Environmental Agriculture Technology (BEAT) Magnet; 124 students are in English for Speakers of Other Languages (ESOL) (levels 1-4). Eighty (80) percent of our students are classified as economically disadvantaged. The demographics of the instructional staff is as follows: 93 full-time teachers comprised of 62 females (67%) and 31 males (33%); 30 % white, 52 % black, 14 % Hispanic 4% Asian/Pacific Islander; 8 paraprofessional student aides comprised of seven females and one male, 100 % black; six student services staff members, all female, 33 % Black, 33% White, and 33% Hispanic; one white female reading coach, and one black female reading coach. 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 our students with a comprehensive educational product that far exceeds those of neighboring competitors. Among the resources that allow this great educational program to transpire are: Creating Independence Through Student-Owned Strategies (CRISS), 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. 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 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), Technology Student Association (TSA), 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. JFK is home to a National Future Farmers of America (FFA) Award, Florida Agriscience Student Recognition Award, it as also a Magnet Schools of America, Magnet School of Distinction. Regarding grants, the school has received nearly 3 million dollars 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 most of its students hail from humble beginnings, where most of the 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 "B" school by the Florida Department of Education.

# *School Foundation*

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## ***Leadership:***

Matters pertaining to how the leadership sets direction for the school, shares the mission and vision of the school ranked highest in the Leadership portion (4.5) of the Organizational Performance Self-Assessment Survey (OPSAS) completed in September of 2005. As evidenced by the OSPAS, 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 (4.0), of the seven categories on the OPSAS. 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:***

Stakeholder Engagement produced an average 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:***

The average score regarding Faculty and Staff was 4.2. The staff is confident 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 culture 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:***

According to the Organizational Performance Self Assessment Survey (OPSAS), John F. Kennedy Middle School 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 (4.0) involved asking customers whether or not they are satisfied.

***Education Design:***

Knowledge of the processes that drive the function of the school received 4.1. The staff collects information about the quality of their work and have control of the processes necessary for doing their work. The staff also feels like they have control over their work processes. 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 that was successfully implemented by the Brazosport Independent School District in Texas. The plan has been fused with the philosophies of Total Quality Management (TQM) and Effective Schools Research.

***Performance Results:***

The average score delineating the processes that drive the function of the school was 4.1. 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 was 4.21.

# ***Additional Requirements***

Only for schools under state sanction

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## **• 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 34-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, science, 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 has 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 2'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 seven-year tenure as JFK's principal she has been awarded three Commendable evaluations, and four 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, Florida League of Middle Schools, North Miami Beach Chamber of Commerce, and the JFK Parent Teacher Student Association (PTSA).

Ms. Anna Rodriguez, Assistant Principal, Principal's Designee, 220887

Ms. Rodriguez is embarking upon her 10th year at John F. Kennedy Middle School, and her 12th year in the field of education. She holds a Bachelor of Arts degree in History and Latin American Studies from the University of Miami, and a Master of Science degree in Educational Leadership from Florida International University. She is certified in Social Science (5-9), Social Science (6-12), and Educational Leadership (K-12). Ms Rodriguez began her teaching career at Carver Community Middle School in Delray Beach, Florida. While at Carver, she taught US History and Florida Studies in an inclusion program. She also sponsored a myriad of student organizations such as Student Council, Builders Club, and Students Against Drunk Driving, and coached a Region and District Championship Boy's Varsity Volleyball Team. In 1996, she embarked upon her educational experience at John F. Kennedy Middle School where she taught in the Alternative Education Program, and taught US History to a

total of over 450 students in the large auditorium program. In 1999, she ascended to the position of administrative assistant, and in 2000, she was officially appointed as an assistant principal at John F. Kennedy Middle School, where she monitors the language arts, mathematics, and reading departments, as well as the intensive reading, mathematics, and writing developmental programs. Additionally, she is responsible for teacher observations, EESAC, Internal Accounts, school level budget, the media center, master schedule, articulation, ESOL program, student services department, clerical staff, and substitute coverage. Her constant analysis of student data and leadership in curricular development has made her an instrumental player in the school's consistent increase in student achievement. Ms. Rodriguez was selected as the 2003-04 North Miami Beach Feeder Pattern Assistant Principal of the Year, and the 2003-04 ACCESS 2 Assistant Principal of the Year, and is also a District Creating Independence through Student-owned Strategies (CRISS) Trainer. During her five years as an assistant principal, she has received two "Commendable," and three "Distinguished" evaluations. She chairs the Region Center II Assistant Principal Steering Committee, has served as the Recording Secretary for the District Assistant Principal Liaison Committee, sits on the Miami Teaching Fellow Selection Panel, and is in her final year of the Principal Preparation Program (formerly known as the Executive Training Program). Additionally, Ms. Rodriguez is a member of the International Reading Association, National Association for School Administrators, the JFK PTSA, International Technology Association, and the Dade Association of School Administrators (DASA).

Mr. William McCard, Assistant Principal, 074911

Mr. William McCard is a 34-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 certification in the following areas: 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 curriculum, discipline, attendance, safety-to-life, cafeteria, custodial services, 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 partially led 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 in the past couple of years.

William Aristide, Assistant Principal, 181932

The 2005-06 school year marks Mr. Aristide's third 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 ESE Teacher of the Year (1995) at Lake Stevens Middle School. At John F. Kennedy Middle School, Mr. Aristide manages discipline, faculty meetings, the beginning teacher program, the alternative to suspension program, P.A.C.E.S. training, the school uniform policy, the Exceptional Student Education Program, the community health clinic, United Way Campaign, 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 the evaluation rating of "Commendable" both of his years 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.

Mrs. Mary Kate Parton, Assistant Principal, 211785

Mary Kate Parton draws upon 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), 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 first year as Assistant Principal and is responsible for the following administrative assignments: supervision of magnet, gifted, science, and social studies departments; teacher observations; instructional grants and budgets; sixth grade reading program; middle school concept; technology and property control; curriculum bulletin, and professional development. Additionally, Mrs. Parton assists with internal funds, master schedule, budget conferences, and articulation. Mrs. Parton's last five annual Lead Teacher Performance and Evaluation ratings have been "Exemplary".

### **• 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 will support 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.
5. Academic developmental program where students who score at the lowest quartile are provided with the opportunity to partake in a developmental reading, mathematics, or writing class(es) in lieu of an elective(s).
6. Plato course recovery seventh period class.

### **• 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 that was successfully implemented by the Brazosport Independent School District in Texas. The plan has been fused with the philosophies of Total Quality Management (TQM) and Effective Schools Research.

## 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 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 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 2004 FCAT Reading Test indicate that 48% of the student population scored at or above FCAT Level 3. Sixty-two (62) percent of students achieved learning gains, a one-percent decrease when compared to the scores of the 2004 administration. Seventy-one (71) percent of the lowest quartile made adequate progress, a six percent increase when compared to the 2004 administration. Additionally, the total school population proved strongest in the areas of Words and Phrases (60% correct) and Main Idea/Purpose (57% correct), while Comparisons (53% correct) and Reference/Research (55% correct) proved to be the weakest strands. 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 (37% at or above grade level). Sixteen (16) percent of the required 37 % of the LEP population scored at or above grade level, a two percent decrease when compared to scores of the 2004 FCAT Reading Test administration. The 2005 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. instructional

initiative, which promotes identification of causal relationships and reference and research skill development and; 4. addition of developmental reading class sections to the master schedule tailored to meet the specific needs of the LEP and SWD population; 5. the development and implementation of extended tutorial opportunities tailored to meet the specific needs of the LEP and SWD population.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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 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 reading proficiency as evidenced by at least 53% of students scoring at FCAT Level 3 or above given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades six through eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades six through eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Require departments to utilize SPI data to update grade level scope-and-sequences to reflect more focus on student weaknesses according to benchmarks and general strands	APC, Department Chairpersons, Reading Coach	08/08/05	05/24/06
Schedule every lowest quartile student to participate in monthly academic development group sessions with their individual grade level counselor	APC, Counselors	08/08/05	05/24/06
Schedule every student who scored "100" on the 2004 administration of the FCAT Reading Test to attend bi-monthly academic development sessions with the Trust Counselor	APC, Trust Counselor	08/08/05	05/24/06
Require all teachers to identify lowest quartile students assigned to them and closely monitor each student's progress	APC, Department Chairpersons	08/08/05	05/24/06
Require all lowest quartile students to attend the intensive strand-specific tutoring after-school, and Saturday program at least twice a week	APC, Reading Coach	08/08/05	05/24/06
Place all lowest quartile students in an intensive developmental reading class	APC, Counselors	8/08/05	5/24/06



## **Research-Based Programs**

Language Arts Textbook: McDougal Littell  
READ 180

## **Professional Development**

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

## **Evaluation**

2006 FCAT Reading Test  
District-generated quarterly assessments  
Attendance at tutorial programs

## 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 2005 FCAT Mathematics Test indicate that 51% of the student population scored at or above FCAT Level 3, a two percent increase when compared to the scores of the 2004 administration. Sixty-three (63) percent of students achieved learning gains, a six percent increase when compared to the scores of the 2004 administration. Additionally, the total school population proved strongest in the areas of Data Analysis (54% correct), and Geometry (48% correct), while Number Sense (46% correct), Algebraic Thinking (41% correct) and Measurement (37% 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 (44% at or above grade level). Twenty-two (22) percent of the required 34% of the LEP population scored at or above grade level, a one percentage point increase when compared to scores of the 2004 FCAT Reading Test administration. Forty-two percent (42%) of the Economically Disadvantaged, and 41% of the African-American populations scored at or above grade level in mathematics, a few points short of the state requirement. The 2005 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. 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 56% of students scoring at FCAT Level 3 or above given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades six through eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades six through eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), African-American students in grades six through eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades six through eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Require all teachers to identify lowest quartile students assigned to them and closely monitor each student's progress	APC, Reading Coach	08/08/2005	05/24/2006
Utilize District-generated quarterly assessments to monitor student progress towards benchmark mastery	APC, Reading Coach	08/08/2005	05/24/2006
Schedule every lowest quartile student to participate in monthly academic development group sessions with their individual grade- level counselor	APC, Counselors	08/08/2005	05/24/2006
Require all lowest quartile students to attend the intensive strand-specific tutorial after-school/before-school, and/or Saturday program twice a week	APC, Reading Coach	8/8/2005	5/24/2006
Place all lowest quartile students in an intensive developmental mathematics class	APC, Reading Coach, Counselors	08/08/05	05/24/06
Schedule every student who scored "100" on the	APC, Trust Counselor	08/08/2005	05/24/2006

2005 administration of the FCAT Mathematics Test to attend monthly motivational sessions with the Trust Counselor	
---	--

## **Research-Based Programs**

Mathematics Textbook—Glencoe  
Riverdeep

## **Professional Development**

SPI training  
Data Analysis  
FCAT Explorer  
ASSES2Learn  
Riverdeep

## **Evaluation**

2006 FCAT Mathematics Test  
District-generated quarterly 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 2005 FCAT Writes! Test indicate that 81% of eighth grade students tested scored at the state's mastery level of 3.5 or higher. Eighteen (18) percent of eighth grade students scored below the state mastery level. Eighth grade students tested achieved a combined mean score of 3.9, demonstrating a significant increase when compared to the eighth grade population's average writing score of 3.7 in 2004. Specifically, eighth grade students tested with the expository version of the FCAT Writes! Test achieved a mean score of 3.9, a 1/10 increase over the previous year, while students tested using the persuasive version scored a mean scale score of 3.8, a 2/10 increase when compared to the previous year's score. Data indicates the curriculum needs to reflect more of a focus on persuasive writing, with a continued effort to develop students' expository writing skills. Further, 92% of students improved writing proficiency by one (1) percent, a five percent (5%) increase when compared to the amount of students who improved after undergoing the 2004 administration of the FCAT Writes! Test. Students with Disabilities (SWD) students need improvement in writing, as these students did not improve their overall writing score by one percent (1%).

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input 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 maintain or improve their writing proficiency as evidenced by at least 90% of the amount of students scoring 3.5 or higher on the 2006 administration of the FCAT Writes! Test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD) in grade eight will improve their writing proficiency by 1% when a comparison is established between 2005 and 2006 FCAT Writes!.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Issue quarterly writing assessments to students in order to monitor progress	APC, Department Chairs	08/08/05	05/24/06
Develop writing portfolios in language arts classes	Department Chairs	08/08/05	05/24/06
Train all teachers in the FLDOE Rubric Scoring System	APC, AP in charge of professional development, Department Chairs	08/08/05	05/24/06
Implement the use of "writing-across-the-curriculum"	APC, Department Chairs	08/08/05	05/24/06
Develop an intensive writing class for eighth graders who failed to score above Rubric Level 3.5 on the assessment issued in May of 2005	APC, Reading Coach, Counselors	08/08/05	05/24/06

## Research-Based Programs

McDougal Littell resources

## Professional Development

Holistic scoring training

Data analysis training

## Evaluation

2006 FCAT Writes! Scores

Monitor student progress by way of quarterly 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 2005 FCAT Science Test indicate that eighth grade students tested achieved a mean scale score of 276, four points above the District average. Additionally, eighth grade students tested demonstrated great strength in the area of Life and Environmental science (54% correct), while weaker in the areas of Physical and Chemical science (46% correct), Earth and Space science (42% correct), and Scientific Thinking (46% correct).

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will increase their science proficiency as evidenced by an increase in the mean scale score from 276 to 281 as evidenced by the 2006 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement site-authored assessments based on the tested benchmarks	AP, Department Chair	08/08/05	05/24/06
Conduct ongoing leadership meetings to examine student progress towards skills mastery	APC, AP, Department Chair	08/08/05	05/24/06
Analyze site-authored data to align scope-and-sequence across grade levels	AP, Department Chair	08/08/05	05/24/06
Monitor classroom instruction by way of lesson plans	APC, AP, Department Chair	08/08/05	05/24/06
Develop and implement a tutorial program to address student deficiencies once a week	APC, Reading Coach	08/08/05	05/24/06
Implement classroom activities and project-based learning that promotes an inquiry approach to science	AP, Department Chair	08/08/05	05/24/06

## Research-Based Programs

Glencoe Textbook

## Professional Development

Scope-and-Sequence Implementation training

CRISS training

Sci-Tech training

Laboratory preparation training

## Evaluation

March 2006 FCAT Science Test scores

Site-authored assessment

## 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***

Data from 2004-2005 sign-in rosters indicate 43% of parents participated in at least one Parental Involvement 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.

## 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 five (5) percent increase in the level of parental participation from 43% to 48% when 2004-2005 sign-in logs are compared to 2005-2006 logs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide strategies for parents to use at home to support reading, mathematics, writing, and science efforts	Reading Coach, APC, CIS	08/08/05	05/24/06
Conduct monthly EESAC/PTSA meetings to inform parents about school improvement efforts	Principal, AP	08/08/05	05/24/06
Encourage and increase parental involvement in student achievement and planning by way of written and verbal communication	APC, AP, CIS, Reading Coach	08/08/05	05/24/06
Utilize Community Involvement Specialist to conduct home visits in order to promote parental involvement	CIS	08/08/05	05/24/06
Conduct Parental FCAT training	Reading Coach, CIS	08/08/05	05/24/06
Invite parents to participate in the various awards programs which showcase the academic achievement of John F. Kennedy Middle School students	AP's	08/08/05	05/24/06

## Research-Based Programs

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

## Professional Development

Monthly EESAC Meetings  
 Monthly PTSA Meetings  
 Monthly FCAT Workshops  
 CRISS for parents

## Evaluation

Workshop attendance rosters

PTSA meetings attendance roster

EESAC meeting 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 2004-2005 school year, John F. Kennedy Middle School processed 965 indoor suspensions, and 916 outdoor suspensions. The school's attendance rate for the 2004-2005 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 outdoor suspensions from 916 to 870 during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the comprehensive student services program to reduce the number of case management referrals	AP's, Counselors	08/08/05	05/24/06
Devise a program which provides alternatives to suspension to allow for instructional continuity	AP's, Counselors	08/08/05	05/24/06
Review and reinforce existing discipline program	AP's, Counselors	08/08/05	05/24/06
Train teachers in proper discipline procedures	AP's	08/08/05	05/24/06
Provide incentives to students who consistently comply with the student code of conduct	AP's	08/08/05	05/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Peer mediation training

Student Code of Conduct Training

## Evaluation

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

Results of 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.



## Measurable Objective

Given instruction based on computer literacy standards, John F. Kennedy Middle School will increase teacher use of technology by five percent from 1.6 to 1.7, as evidenced by the 2005 results of the STaR School Survey.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of high quality laser printers for instruction by 10%	Principal, AP for Technology, Computer Technicians	08/08/05	05/24/06
Monitor technology support by maintaining a daily log of staff requests	AP for Technology, Computer Technicians	08/08/05	05/24/06
Reduce the number of obsolete computers with Windows 98 Operating Systems by 15%	AP for Technology, Computer Technicians	08/08/2005	05/24/2006
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	08/08/05	05/24/06
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	08/08/05	05/24/06
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	08/08/05	05/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Pinnacle/Excelsior Gradebook Training

Sci-Tech Training

District training sessions for technology

## Evaluation

2005 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*

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 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 2004-2005 FITNESSGRAM results, 62% 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 a five percent increase in the number of award winners from 62% to 66% as evidenced by 2005-2006 results.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer pre-test to determine baseline measures	AP, Department Chair	08/08/2005	05/24/2006
Analyze current vending machine operation and food item variety	AP's	08/08/2005	05/24/2006
Analyze cafeteria menu options	Team Leaders	08/08/2005	05/24/2006
Encourage parents to become more involved in the health and physical fitness of their children	APC, CIS	08/08/2005	05/24/2006
Solicit student recommendations regarding food items in vending machines	AP's, Homeroom Teachers, Team Leaders	08/08/2005	05/24/2006
Promote school-wide fitness and nutrition	PE Teachers, AP's, Team Leaders	08/08/2005	05/24/2006

## 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*

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<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

The number of student enrollment in career and technical arts academy classes will increase by 10%, from 379 to 417, as evidenced by data derived from the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Performance for Recruitment articulation with eligible schools	Assistant Principal over Magnet, Lead Teacher	08/08/2005	05/24/2006
Initiate mass mail, direct mail, and telephone campaigns to encourage parental involvement and applications to the technical arts academy classes	Assistant Principal over Magnet, Lead Teacher	08/08/2005	05/24/2006
Develop and maintain a daily progress report monitoring system to ensure academic success of participating students	Assistant Principal over Magnet, Lead Teacher	08/08/2005	05/24/2006
Organize a Magnet Saturday Orientation and Recruitment Fair to disseminate information regarding career and technical arts academy classes	Assistant Principal over Magnet, Lead Teacher	08/08/2005	05/24/2006
Provide monthly activities related to career and technical arts academy themes	Assistant Principal over Magnet, Lead Teacher	08/08/2005	05/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

Provide in-service to school scheduling team designed to enhance the career and technical arts academy program

### Evaluation

ITS reports

Master Schedule

Daily Progress Report (DPR) and 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***GOAL 10 STATEMENT:***

John F. Kennedy Middle School will rank at or above the 90th 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 2003, John F. Kennedy Middle School ranked in the 80th 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 80th percentile in 2003 to the 85th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze FCAT data to analyze overall cost per student average benefit	AP's, Reading Leader	08/08/2005	05/24/2006
Conduct an analysis of school-based expenditures	Principal, APC	08/08/2005	05/24/2006
Become more informed about the use of financial resources in relation to school programs	Principal, APC	08/08/2005	05/24/2006
Collaborate with the district on resource allocation	Principal, APC	08/08/2005	05/24/2006
Consider shared use of facilities, such as partnering with community agencies	Principal, AP's	08/08/2005	05/24/2006

### 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 85th 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.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*