

SCHOOL IMPROVEMENT PLAN 2007 - 2008

John F. Kennedy Middle School (6301)

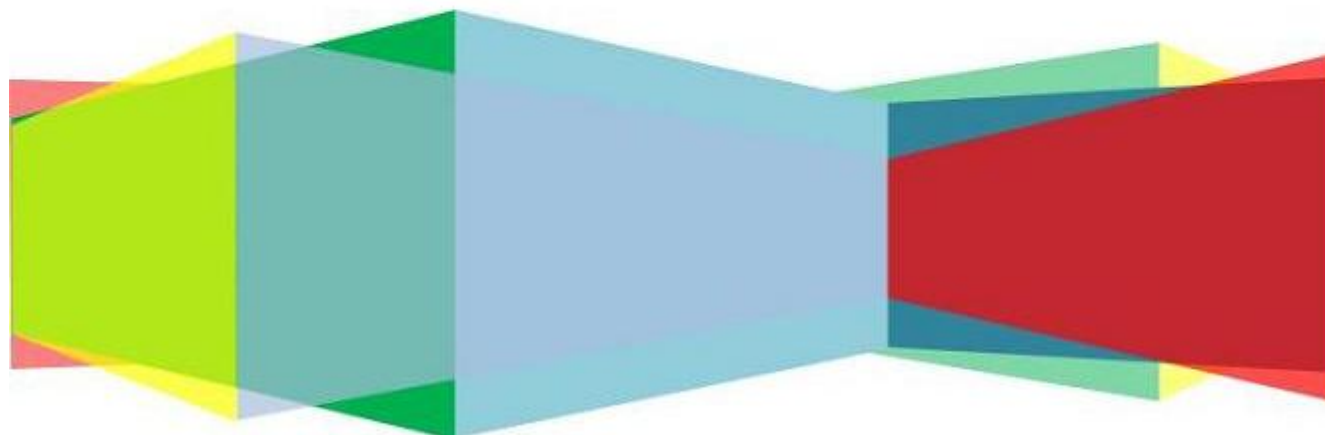
Feeder Pattern - North Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Kay Mikulas

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Since John F. Kennedy Middle School first opened in 1957, our school has reflected the diversity of the North Miami Beach community. The campus sits on approximately 18 acres in a newly revitalized portion of the city of North Miami Beach. JFK Middle School brings educational innovation to 1975 students in grades six through eight. Renovation and construction of new student stations barely keep pace with new student entries at John F. Kennedy Middle. Relief schools are being constructed to mitigate population growth and reduce the need for portable classrooms. Students attending John F. Kennedy Middle School matriculate from Sabal Palm Elementary School, Greynolds Park Elementary School, and Oak Grove Elementary School. A small number of Fulford Elementary and Natural Bridge Elementary students also attend JFK Middle. The student population includes 67 percent standard curriculum students, 20 percent Gifted students, seven percent Special Education Students, six percent English Language Learners (ELL); and is 68% Black Non-Hispanic (a vast majority of these are of Haitian-Creole descent), 23 percent Hispanic, five percent White Non-Hispanic, and four percent Asian/Indian/Multiracial. Currently, 510 of the students are enrolled in the Biomedical Environmental Agriculture Technology (BEAT) Magnet; 121 students are English Language Learners (ELL). Eighty percent of our students are classified as economically disadvantaged. Though disadvantaged, students of John F. Kennedy Middle School take pride in their school and community. Average school attendance is 97.57 percent, placing JFK Middle first in the county among all middle schools in 2005-2006 and 2006-2007. Forty percent of the student population academically performs at Level 1 or 2 in Reading and/or Mathematics and receives daily intensive instructional intervention from teachers and staff. Retention rates at JFK Middle School are currently 1.6 percent, however, staff feels that every child can succeed academically and seeks to further reduce this percentage. The demographics of the instructional staff are as follows: 100 full-time teachers comprised of 69 percent female and 31 percent male; 33 percent White, 51 percent Black, 15 percent Hispanic, one percent Indian/Asian/Pacific Islander; seven paraprofessional student aides comprised of six females and one male, 85 percent Black, 15 percent Hispanic; five student services staff members, all female, 40 percent Black, 40 percent White, and 20 percent Hispanic; and two White female reading coaches. Instructional programs are designed to meet the individual needs of our student population, servicing students with an average class size of 21.89. 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, Before, After and Saturday School Tutoring, Lexia Computer Software, Compass Computer Software, Read 180 Computer Software, Accelerated Reader and Math Programs, Gizmo 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 the prestigious 2007 American Education Solutions Secondary School of Merit Award recognizing the top secondary magnet school in the nation, as well as 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. The current school-wide theme is "Rise to the Challenge", as 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 it earned the distinction of being graded as a "B" school by the Florida Department of Education.

Given instruction based on the Sunshine State Standards (SSS), students in grades six through eight will improve their reading proficiency as evidenced by at least 61 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), ELL (English Language Learners) students in grades six through eight will improve their reading proficiency as evidenced by 61 percent of students scoring Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), SWD (Students With Disabilities) students in grades six through eight will improve their reading proficiency as evidenced by 61 percent of students scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), SWD students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), ELL students in grades six through eight will increase their mathematics proficiency as evidenced by 62 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), Black students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring Level 3 or higher given scores on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on Sunshine State Standards, a minimum of 90 percent of students in grade eight will score 3.5 or higher on the 2008 administration of the FCAT Writing + Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in eighth grade will improve their science skills as evidenced by at least 50 percent of students scoring at Level 3 or higher on the 2008 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 for the 2007-2008 school year showing a one percentage point increase in the level of parental participation at Parent Academy events from 11 percent to 12 percent 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 outdoor suspension days (from 926 to 878) and the number of indoor suspension days (from 832 to 790) served by students during the 2007-2008 school year when compared to the 2006-2007 school year.

Given instruction based on computer literacy standards, John F. Kennedy Middle School will increase teacher use of technology by five percent to 1.68, as evidenced by the latest available results of the Florida Innovates! 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 64 percent in 2007 to 65 percent in 2008.

Given implementation of expanded recruitment and marketing strategies, student enrollment in career and technical arts academy classes will increase from 510 to 525 as evidenced by data derived from the 2007-2008 school year.

John F. Kennedy Middle School will improve its ranking on the State of Florida ROI Index publication from the 76th 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 high in the area of leadership with marks of 4.5 on a 5.0 scale (90 percent on a 100 point scale), on 2007 OPIS 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 4.1 on a 5.0 scale (82 percent on a 100 point scale). Along the same lines, when staff members were asked if their work location solicited input and ideas, the average score was 4.3 on a 5.0 scale (86 percent 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.



School Improvement Plan 2007-2008



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.

6301 - 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 access knowledge, critically analyze problems and creatively seek solutions.

CORE VALUES



School Improvement Plan

2007-2008



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 access 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 has a multicultural population which reflects the diversity of the surrounding community of North Miami Beach. We have a population of 1975 students in grades six through eight. The student population includes 67 percent standard curriculum students, 20 percent Gifted students, seven percent Special Education students, six percent English Language Learners, and is 68 percent Black Non-Hispanic (a vast majority of these are of Haitian-Creole descent), 23 percent Hispanic, five percent White Non-Hispanic, and four percent Asian/Indian/Multiracial. Currently, 510 of the students are enrolled in the Biomedical Environmental Agriculture Technology (BEAT) Magnet; 121 students are in English for Speakers of Other Languages (ELL). Eighty percent of our students are classified as economically disadvantaged. The demographics of the instructional staff is as follows: 100 full-time teachers comprised of 69 percent female and 31 percent male; 33 percent White, 51 percent Black, 15 percent Hispanic percent Asian/Pacific Islander; 7 paraprofessional student aides comprised of six females and one male, 85 percent Black, 15 percent Hispanic; five female student services staff members, 40 percent Black, 40 percent White, and 20 percent Hispanic; and two White female reading coaches. 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, Before, After and Saturday School Tutoring, Lexia Computer Software, Compass Computer Software, Read 180 Computer Software, Accelerated Reader and Math Programs, Gizmo 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 the prestigious 2007 American Education Solutions Secondary School of Merit Award recognizing the top secondary magnet school in the nation, as well as 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. The current school-wide theme is "Rise to the Challenge" as 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 it earned the distinction of being graded as a "B" 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 high in the Leadership portion (4.5) of the Organizational Performance Improvement Survey (OPIS) completed in the spring of 2007. 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 (4.4), 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. A school based leadership team consisting of all leadership committees at John F. Kennedy Middle School has been instituted to further disseminate information regarding the district and school in an effort to improve in this category.

Stakeholder Engagement:

On average, John F. Kennedy Middle School stakeholders rated Customer and Market Focus a score of 4.6. Staff members know who the most important customers are, they maintain frequent contact with customers, and they are allowed to participate 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 4.5, 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:

With an average score of Human Resource Focus components of 4.5, 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.

Education Design:



School Improvement Plan

2007-2008



Staff members rated the administration's leadership skills the highest in this category particularly as it pertains to "measurement, analysis, and knowledge management" with a score of 4.6 on a 5.0 scale. "Leadership" was a 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 (4.5) involved employees accessing the information they need to know how their work location is doing. 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.

Performance Results:

The average score delineating the function and business operations of the school was 4.4, 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 overall job satisfaction increased from 4.3 to 4.6 in 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction - Reading, Mathematics, Writing, Science, Electives and Special Areas

Responsibility of Teaching Reading for Every Teacher - Reading, Writing

Quality Professional Development for Teachers and Leaders - Reading, Mathematics, Writing, Science, Discipline and Safety, Technology

Small Learning Communities (SLC) - Electives and Special Areas

Intensive Intervention in Reading and Mathematics - Reading, Mathematics, Writing

Course Choice Based on Student Goals / Interests / Talent - Reading, Mathematics, Writing, Science, Electives and Special Areas

Master Schedules Based on Student Needs - Reading, Mathematics, Writing, Science, Electives and Special Areas

Parental Access and Support - Parental Involvement

Applied and Integrated Courses - Electives and Special Areas

Academic and Career Planning - Electives and Special Areas

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

Needs Assessment

Results of the March 2007 FCAT Reading Assessment indicate that fifty-four percent of the student population scored at or above FCAT Level 3. Additionally, the total school population proved strongest in the areas of Comparisons (67 percent correct) Words and Phrases (63 percent correct) and Main Idea/Purpose (64 percent correct), while Reference/Research (69 percent correct) proved to be the weakest strand. When Adequate Yearly Progress (AYP) of established subgroups is analyzed, the English Language Learners (ELL) and Students With Disabilities (SWD) population did not achieve the standards established by the state according to the No Child Left Behind parameters. Twenty-four percent of the required 51 percent of the ELL population scored at or above grade level, a seven percentage point increase when compared to scores of the 2006 FCAT Reading Assessment Administration. The 2007 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; 4. Inclusion of SWD populations into mainstream developmental reading class sections to provide least restrictive environment; 5. and the development and implementation of extended tutorial opportunities tailored to meet the specific needs of the ELL and SWD populations.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades six through eight will improve their reading proficiency as evidenced by at least 61 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), ELL (English Language Learners) students in grades six through eight will improve their reading proficiency as evidenced by 61 percent of students scoring Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), SWD (Students With Disabilities) students in grades six through eight will improve their reading proficiency as evidenced by 61 percent of students scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule every student who scored "100" on the 2007 administration of the FCAT Reading Assessment to attend monthly academic development sessions with the Trust Counselor.	Assistant Principal of Curriculum, Trust Counselor	08/20/07	06/05/08	District-wide Literacy Plan	0
Require all teachers to identify lowest quartile students assigned to them and monitor each student's progress quarterly.	Assistant Principal of Curriculum, Department Chairpersons	08/20/07	06/05/08	District-wide Literacy Plan	0
Purchase hourly teacher instruction to implement intensive strand-specific before-school, 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.	Principal, Assistant Principal of Curriculum, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	52500
Purchase hourly teachers to implement intensive strand-specific before-school, after-school and Saturday tutorial program addressing needs of AYP subgroups not making adequate progress.	Principal, Assistant Principal of Curriculum, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	49450
Provide one-eighth teaching supplements to place students in subgroups not meeting AYP (ELL and SWD) and lowest quartile students in intensive developmental reading classes in compliance with the Comprehensive Research-Based Reading Program.	Principal, Assistant Principal of Curriculum, Counselors, Teachers	8/20/07	06/05/08	District-wide Literacy Plan	150213
Conduct formal and/or informal data analysis in literacy leadership team and department meetings.	Assistant Principal of Curriculum, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize Reading Coach to provide professional development for teachers in research-based instructional strategies and instructional best practices.	Assistant Principal of Curriculum, Reading Coaches	08/20/07	06/05/08	Continuous Improvement Model	31200
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal of Curriculum, Department Chairs	08/20/07	06/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal of Curriculum, Department Chairs	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

- Language Arts Textbook McDougal Littell
- READ 180
- Intervention materials for struggling readers, i.e. STARS
- Differentiated Instruction/Intervention
- Classroom Libraries with Structured Monitoring
- Project CRISS
- Intervention programs and software: Compass, Lexia, Weaver, Ellis, Riverdeep, and FCAT Explorer
- Accelerated Reader Program

Professional Development

- Creating Independence Through Student-Owned Strategies(CRISS) Workshops
- SPI training
- Data Analysis
- Online and Peer-to-Peer FCAT Explorer Training
- Principal to identify model teachers for observation.
- Professional Service Period (PSP) time to be provided weekly for sharing of best practices within departments.
- Teachers to develop Individual Professional Development Plan (IPDP).
- School-site administrators provide access to instructional materials, technological resources, reference materials to support instruction.
- Administrators will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.
- Attendance at Just Read, Florida! Leadership Conference.

Evaluation

- 2008 FCAT Reading Assessment
- District Interim Assessments
- School based assessments
- Attendance data from tutorial programs
- FCAT Explorer
- Compass
- Lexia
- Star Reader
- Accelerated Reader
- Library circulation records

Mathematics Goal

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

Florida Education Priorities

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
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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"/>

Mathematics 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 2007 FCAT Mathematics Assessment indicate that 54 percent of the student population scored at or above Level 3, a two percentage point increase when compared to the scores of the 2006 administration. Additionally, the total school population proved strongest in the areas of Geometry (52 percent correct), and Number Sense (50 percent correct), Data Analysis (50 percent correct, seven percentage point increase), while Algebraic Thinking (48 percent correct) and Measurement (43 percent correct), proved more challenging for students. When Adequate Yearly Progress (AYP) of established subgroups is analyzed, the English Language Learners (ELL), Students With Disabilities (SWD), Black, and Economically Disadvantaged student populations did not achieve the standards established by the state according to the No Child Left Behind parameters (56 percent at or above grade level). Forty-nine percent of the Economically Disadvantaged population scored at or above grade level, a seven percentage point increase when compared to scores of the 2006 FCAT Mathematics Assessment, and 52 percent of the total school and Black populations scored at or above grade level in mathematics, a five percentage point increase over the previous year. Fifty-eight percent of Hispanic students scored at or above grade level in mathematics, a three percentage point increase over last year. The 2007 assessment has uncovered needs, which include, but are not limited to: 1. Follow District pacing guide, and include additional activities encompassing the weakest strands and benchmarks; 2. develop and implement a tutorial program targeting the weakest strands for the lowest quartile; 3. Increase the number of intensive developmental mathematics class sections to the master schedule tailored to meet the specific needs of the ELL, SWD, Black, and Economically Disadvantaged populations; 4. Develop and implement extended tutorial opportunities tailored to meet the specific needs of the ELL, SWD, Black, and Economically Disadvantaged populations.



School Improvement Plan 2007-2008



NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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"/>

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Given instruction based on the Sunshine State Standards (SSS), SWD students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), ELL students in grades six through eight will increase their mathematics proficiency as evidenced by 62 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), Black students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring Level 3 or higher given scores on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase additional mathematics textbooks and instructional materials above textbook allocation to meet needs of accelerated mathematics students.	Principal, Assistant Principal of Curriculum, Mathematics Department Chairperson	08/20/07	06/05/08	Secondary School Reform	800
Identify lowest quartile students and closely monitor each student's progress toward benchmark mastery. Work with teachers to ensure scope and sequence compliance.	Assistant Principal of Curriculum, Mathematics Department Chair	08/20/07	06/05/08	Secondary School Reform	0
Purchase teacher instructional hours to implement intensive strand-specific summer program for subgroups not meeting AYP and students in the lowest quartile.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	08/20/07	06/05/08	Seamless PreK-12 Curriculum	76800
Schedule every student who scored "100" on the 2007 administration of the FCAT Mathematics Test to attend monthly motivational sessions with the Trust Counselor as monitored by sign-in logs.	Assistant Principal of Curriculum, Trust Counselor	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Purchase teacher instructional 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.	Assistant Principal of Curriculum, Mathematics Department Chair	8/20/07	6/05/08	Secondary School Reform	67500
Provide one-eighth supplements for teachers to provide intensive developmental mathematics classes to include lowest quartile students and students in ELL and SWD subgroups not making adequate yearly progress as monitored by in house benchmark and/or Interim Assessments.	Assistant Principal of Curriculum, Mathematics Department Chair, Counselors, Teachers	08/20/07	06/05/08	Inclusion of SWD	150213
Implement the Continuous improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal of Curriculum, Department Chairs	08/16/07	06/05/08	Continuous Improvement Model	0
Use the Regional Center debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal of Curriculum, Department Chairs	08/16/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



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

Professional Development

- SPI training
- Data Analysis
- FCAT Explorer
- Riverdeep
- Gizmos

Evaluation

- 2008 FCAT Mathematics Assessment data
- District Interim Assessment data
- Attendance data from tutorial programs
- FCAT Explorer data
- Riverdeep
- Accelerated Math data

Writing Goal

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

Florida Education Priorities

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"/>

Writing 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 2007 FCAT Writing + indicates that students' scores rose from 288 to 292, an increase of four percentage points; scoring one percentage point higher than the statewide average. Additionally, 93 percent of eighth grade students tested scored at the state's mastery level of 3.5 or higher. Seven percent of eighth grade students scored below the state mastery level, which is a fourteen percentage point increase from 2006. Eighth grade students tested achieved a combined mean score of 4.1, demonstrating an increase of .1 when compared to the eighth grade population's average writing score of 4.0 in 2006. Specifically, eighth grade students tested with the expository version of the FCAT Writing + Assessment achieved a mean score of 4.0 while students tested using the persuasive version scored a mean scale score of 4.2 a .2 percentage point 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, data indicates a ten percentage point increase among students improving persuasive writing proficiency at the 3.5 and 4.0 levels. Eighty four percent of Students with Disabilities (SWD) students improved writing proficiency by one percent, a seventeen percent increase over 2006. Eighty-four percent of English Language Learners (ELL) learners increased writing proficiency one percent; an 11 percentage point increase from the previous year.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 type="checkbox"/>

Measurable Objective

Given instruction based on Sunshine State Standards, a minimum of 90 percent of students in grade eight will score 3.5 or higher on the 2008 administration of the FCAT Writing + Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Issue quarterly writing assessments to students in order to monitor progress.	Assistant Principal of Curriculum, Reading and Language Arts Department Chairs	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement the use of "writing-across-the-curriculum".	Assistant Principal of Curriculum, Department Chairs	08/20/07	06/05/08	District-wide Literacy Plan	0
Develop writing portfolios in language arts classes.	Assistant Principal of Curriculum, Reading and Language Arts Department Chairs	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide professional development to teachers in the FLDOE Rubric Scoring System.	Assistant Principal of Curriculum, AP for professional development, Reading and Language Arts Department Chairs	08/20/07	06/05/08	District-wide Literacy Plan	0
Develop four intensive writing classes for eighth grade students.	Assistant Principal of Curriculum, Reading Coach, Counselors	08/20/07	06/05/08	District-wide Literacy Plan	25000
In addition to the above strategy, implement an intensive writing class specializing in short and extended response questions for eighth grade students.	Assistant Principal of Curriculum, Reading Coach, Counselors	08/20/07	06/05/08	District-wide Literacy Plan	5000

Research-Based Programs

- McDougal Littell resources

Professional Development

- Holistic scoring training
- Data analysis training
- Edusoft

Evaluation

- 2008 FCAT Writing + Scores
- District Prewriting and Postwriting Assessment Data
- Teacher Generated Writing Assessments

Science Goal

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

Florida Education Priorities

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"/>

Science 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 2007 FCAT Science Assessment indicate that eighth grade students tested achieved a mean scale score of 293, thirteen points above the District average, and a sixteen percentage point increase over 2006 results. Students demonstrated the greatest increase in the area of scientific thinking, with a fifteen percentage point increase (43 percent to 58 percent correct) over 2006 data. Eighth graders also made a five percent increase in mastery of Earth and Space Science content area questions (58 percent correct) in comparison with the previous administration of the FCAT. Additionally, eighth grade students' scores reflected strength in the area of Life and Environmental science (54 percent correct). Questions from the physical and chemical content area were answered with 43 percent proficiency, indicating that students require additional assistance in this area.

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in eighth grade will improve their science skills as evidenced by at least 50 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Assistant Principal of Curriculum, Science Department Chair	08/20/07	06/05/08	Secondary School Reform	9000
Conduct ongoing leadership meetings to examine student progress towards skills mastery.	Assistant Principal of Curriculum, Science Department Chair, Science Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Develop a common set of laboratory activities for students within each science course addressing specific deficiencies and implement classroom activities and project-based learning that promotes an inquiry approach to science.	Assistant Principal of Curriculum, Science Department Chair	08/20/07	06/05/08	Education Innovation	5000
Analyze District and site-authored data to align scope-and-sequence across grade levels.	Principal, Assistant Principal of Curriculum, Assistant Principals, Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
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 ELL).	Assistant Principal of Curriculum, Science Department Chair	08/20/07	06/05/08	Education Innovation	16750
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal of Curriculum, Department Chairs	08/16/07	06/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal of Curriculum, Department Chairs	08/16/07	06/05/08	Continuous Improvement Model	0
Develop four intensive science classes for eighth grade students.	Principal, Assistant Principal of Curriculum, Science Teachers, Counselors	08/16/07	06/05/08	Education Innovation	25000
Provide time for teachers to collaborate and share best practices, mentor, and model lessons.	Assistant Principal of Curriculum, Science Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Monitor classroom instruction by way of lesson plans, formal and informal observations and identify students performing at or above state mastery for placement in advanced classes.	Assistant Principal of Curriculum	08/20/07	06/05/08	Exchange Meaningful Information	0

Research-Based Programs

- Glencoe Textbook
- Gizmo
- District Pacing Guide

Professional Development

- Scope-and-Sequence Implementation Training
- Gizmo training

Evaluation



School Improvement Plan 2007-2008



- March 2008 FCAT Science Assessment data
- Site-authored assessment data
- District Interim Assessment data
- Site-based Science Fair rubrics

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

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

Needs Assessment

District Parent Academy data, derived from 2006-2007 sign-in rosters, indicate 11 percent 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 upon and well planned to maximize the efforts needed 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 for the 2007-2008 school year showing a one percentage point increase in the level of parental participation at Parent Academy events from 11 percent to 12 percent when compared to data from the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct monthly EESAC/PTSA meetings to inform parents about school improvement efforts.	Principal, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Provide strategies for parents to use at home to support reading, mathematics, writing, and science efforts.	Assistant Principal of Curriculum, Reading Coach, Mathematics Coach, Science Coach, CIS	08/16/07	06/05/08	Secondary School Reform	0
Encourage and increase parental involvement in student achievement and planning through monthly written and verbal communication.	Assistant Principal of Curriculum, Assistant Principal, Community Involvement Specialist, Reading Coach, Team Leaders	08/20/07	06/05/08	Improve Public Perception	0
Conduct Parental FCAT training in coordination with the Parent Academy and Bilingual Parent Outreach Program.	Assistant Principal of Curriculum, AP of Activities, Reading Coach, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Utilize Community Involvement Specialist to conduct weekly home visits in order to promote parental involvement.	Community Involvement Specialist	08/16/07	06/05/08	Exchange Meaningful Information	2000
Invite parents to participate in the various awards programs which showcase the academic achievement of John F. Kennedy Middle School students.	Principal, Assistant Principal	08/20/07	06/05/08	Improve Public Perception	3000

Research-Based Programs

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

Professional Development

- Monthly Educational Excellence School Advisory Committee (EESAC) Meetings
- Monthly Parent Teacher Student Association (PTSA) Meetings
- Parent Academy Workshops
- Bilingual Parent Outreach Workshops
- Title I Community Involvement Workshops

Evaluation

- Workshop attendance rosters
- Parent Teacher Student Association (PTSA) meeting attendance rosters
- Educational Excellence School Advisory Committee (EESAC) meeting attendance rosters
- Parent Academy attendance rosters
- Bilingual Parent Outreach Program (BPOP) attendance rosters
- Title I Community Involvement Workshop attendance rosters

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety 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 continued improvement in student attendance and behavior. During the 2006-2007 school year, John F. Kennedy Middle School students were issued 926 outdoor suspension days and 832 indoor suspension days. The school's attendance rate for the 2006-2007 school year is 97.57 percent.

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 suspension days (from 926 to 878) and the number of indoor suspension days (from 832 to 790) served by students during the 2007-2008 school year when compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a program which provides alternatives to suspension to allow for instructional continuity.	Assistant Principal, Counselors	08/20/07	06/05/08	Alternative Education	0
Provide incentives to students who consistently comply with the Student Code of Conduct.	Assistant Principal	08/20/07	06/05/08	Student Wellness	1000
Develop a program to maintain or increase student participation in the school breakfast program.	Assistant Principal, Counselors, Community Involvement Specialist, Non-Instructional Staff	08/20/07	06/05/08	Student Wellness	0
Implement a program to reduce the percentage of safety-to-life violations by 5% when 2008 data is compared to 2007 data.	Assistant Principal, Zone Mechanic, Custodians, Regional Maintenance Staff	08/20/07	06/05/08	Safe and High-quality Facilities	0
Review and reinforce existing discipline programs via participation in Student Code of Conduct Training and grade level orientations.	Assistant Principal, Counselors	08/20/07	06/05/08	Secondary School Reform	0
Continue the comprehensive student services program to reduce the number of case management referrals including counseling upon reentry to school.	Assistant Principal, Counselors	08/20/07	06/05/08	Alternative Education	0
Provide professional development for teachers in classroom management techniques and discipline procedures on early release days.	Assistant Principal	08/20/07	06/05/08	Alternative Education	0
Continue comprehensive student attendance program by purchasing 300 clerical employee hours to contact parents in an effort to maintain or improve student attendance.	Assistant Principal, Counselors, Community Involvement Specialist, Clerical	08/20/07	06/05/08	Truancy Prevention	3000

Research-Based Programs

- Not Applicable

Professional Development

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

Evaluation

- COGNOS Reports
- ITS reports

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

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

Needs Assessment

Historical trends, notably, the Florida Innovates! 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 Florida Innovates! 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 to 1.68, as evidenced by the latest available results of the Florida Innovates! School Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reduce the number of obsolete computers (over 5 years old) by 5%.	Assistant Principal of Technology, Computer Technicians	08/20/07	06/05/08	Safe and High-quality Facilities	0
Monitor technology support by maintaining a daily log of staff requests.	Assistant Principal of Technology, Computer Technicians	08/20/07	06/05/08	Business Process Redesign	0
Increase teacher use of technology by providing two or more site-based technology training sessions in the area of Electronic Grade book.	Assistant Principal of Technology, Computer Technicians	08/20/07	06/05/08	Continuous Improvement Model	0
Purchase one Computer Specialist above allocation (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.	Principal, Assistant Principal of Curriculum, Computer Specialists	08/20/07	06/05/08	Safe and High-quality Facilities	33000
Increase teacher use of technology by providing one or more site-based technology training on efficient email and web site use.	Assistant Principal of Technology, Computer Technicians	08/20/07	06/05/08	Education Innovation	0
Utilizing ERate Grant funds, increase the number of new laser printers, LCD Projectors, and/or routers utilized for instruction by 50%.	Principal, Assistant Principal of Technology, Computer Technicians	08/20/07	06/05/08	Safe and High-quality Facilities	10000

Research-Based Programs

- Not Applicable

Professional Development

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

Evaluation

- Florida Innovates! School Profile Report

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness 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 and the National Institute of Health (NIH) "obesity is epidemic in the United States. During the past two decades, numbers of overweight and obese adolescents have tripled. The percentage of overweight children and youth has climbed to the 15 percent range. Being overweight or obese increases health risks. The top U.S. causes of death and disability include heart disease, stroke, cancer, and diabetes. Across the country, obesity carried a \$117 billion price tag in 2000, accounting for nine percent of the nation's total health care costs. The Center for Disease Control and Prevention estimates that if current obesity trends continue, one-third of all children, and one-half of Black and Hispanic children, born in 2000 will develop diabetes." Furthermore, according to the 2006-2007 FITNESSGRAM results, 64 percent 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 64 percent in 2007 to 65 percent in 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote school-wide fitness and nutrition by encouraging the completion and return of free and reduced price lunch applications and participation in the school meal program.	Assistant Principal of Curriculum, Assistant Principals, Teachers, Reading Department Chair, Team Leaders	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Encourage parents to become more involved in the healthy lifestyles and physical fitness of their children by providing Parent Academy Workshops.	Assistant Principal of Curriculum, Community Involvement Specialist	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Administer pre-test, progress testing and post-testing to compare baseline measures with subsequent progress.	Assistant Principal, Physical Education Department Chair	08/20/07	06/05/08	Student Wellness	0
Participate in Alliance for a Healthier Generation Program and analyze cafeteria menu options to include healthier alternatives for students and staff.	Assistant Principal, Alliance Chairperson, Cafeteria Manager	08/20/07	06/05/08	Healthcare & Healthy Choices	500

Research-Based Programs

- Alliance for a Healthier Generation
- National Institute of Health

Professional Development

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

Evaluation

- FITNESSGRAM results

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas 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 students achieving Level 1 or Level 2 in Reading or Mathematics to enroll in a developmental reading and/or mathematics class as an elective.

Measurable Objective

Given implementation of expanded recruitment and marketing strategies, student enrollment in career and technical arts academy classes will increase from 510 to 525 as evidenced by data derived from the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and maintain a daily progress report monitoring system to ensure academic success of participating students.	Assistant Principal of Curriculum, Lead Teacher	08/20/07	06/05/08	Secondary School Reform	0
Organize a Magnet Saturday Orientation and Recruitment Fair to disseminate information regarding career and technical arts academy classes.	Assistant Principal of Curriculum, Lead Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide recruitment and articulation with eligible schools.	Assistant Principal of Curriculum, Lead Teacher	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Initiate mass mail, direct mail, and telephone campaigns to encourage parental involvement and applications to the technical arts academy classes.	Assistant Principal of Curriculum, Lead Teacher	08/20/07	06/05/08	Parental Choice Options	3000
Provide daily tours upon request for interested parents to showcase student projects and increase parental involvement.	Assistant Principal of Curriculum, Lead Teacher	08/20/07	06/05/08	Advanced Academics	0
Create plan to develop local business and community members as Dade Partners in support of school programs to include technical arts academy classes.	Assistant Principal of Curriculum, Lead Teacher, Career Specialist	08/16/07	06/05/08	Business Process Redesign	0

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 to enhance career and technical arts/academy models
- National NMSA and MSA Conventions

Evaluation

- ITS reports
- Master Schedule denoting students enrolled in technical arts/academy classes
- Daily Progress Report (DPR)
- Recruitment Logs

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment 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 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 to the 77th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct an analysis of school-based expenditures.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Business Process Redesign	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Exchange Meaningful Information	0
Consider shared use of facilities, such as partnering with community agencies.	Principal, Assistant Principal	08/20/07	06/05/08	Safe and High-quality Facilities	0
Analyze FCAT data to analyze overall cost per student average benefit.	Assistant Principal, Reading Leader	08/20/07	06/05/08	Business Process Redesign	0

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 recommended that monies be utilized for the partial funding of tutorial programs.

Training:

The EESAC recommended that teachers receive professional development in Best Practices designed to improve FCAT scores.

Instructional Materials:

The EESAC recommended that remaining EESAC funds, if any, 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:

EESAC further recommended that any EESAC funds remaining after hourly tutoring and instructional materials be utilized for the purchase of cutting-edge educational software such as Lexia, Weaver, Compass, and Read 180.

Staffing:

The EESAC recommended 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 recommended that developmental classes be capped at twenty-five (25) students.

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC recommended 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 recommended that core departments create and implement pretest progress test, and posttests at each grade level for benchmarking purposes.

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	283363
Mathematics	295313
Writing	30000
Science	55750
Parental Involvement	5000
Discipline & Safety	4000
Technology	43000
Health & Physical Fitness	500
Electives & Special Areas	3000
Return On Investment	0
Total	719926



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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