
**Title I Comprehensive Schoolwide Plan
John F Kennedy Middle (0201)**

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#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	26	21	24	25	40
Gains	46	32	48	39	60
Lowest 25% Gains	51	31	50	45	60

1. According to data, what are your top priorities? Include needs assessment statements.

Based on our Diagnostic results of 36% proficiency, our priorities are for our students to be proficient and reach our goal of 40% or higher. For the ELL's to also meet proficiency, but if not to make gains.

2. List the root causes for the needs assessment statements for your top priorities.

Students come to us at an average grade level reader of 3rd grade. Lack of resources for students in 4th and 5th geared towards literacy, leaves a lot of our students stuck at 3rd grade. As for the ELL's we have a lot of students that come to our school straight from another country, so this is their first academic setting. There is a need for continued PD for effective standards based instruction. We need to continue to provide our students with foundational skills to increase literacy, L25's, ELL's and low performing sub groups. Increased support of these students is required to close the gap and reach student achievement goals.

3. Share possible solutions that address the root causes.

Have Science and SS teachers become certified in reading in the content area, offer time at school for them to take the CLS class. Our teachers feel that there is a lack of intrinsic motivation/ Student engagement. Through the support of the SSCC & Coaches, we will provide ongoing training to meet the needs. Provide external opportunities through tutorials, before, after, Saturday, Winter, Spring and Summer camps. Through the support of resources teachers and external learning opportunities. Provide resources and materials to supplement and support learning through adaptive technology, books and teacher instructional resources that will provide effective instruction that meets the needs of students.

4. How will school strengthen the PFEP to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents
with Special Needs)

Provide opportunities for parents to communicate via other types of lines such as surveys, Q and A online, etc.

Continue to invite parents to all trainings, have each teacher have a goal of 25 kids, provide incentives. Provide training on iReady through a literacy Night to share adaptive technology that can be used at home to support ELA.

How to communicate with parents effectively, how to provide PD to adults, cultural awareness training. Provide training to staff on how to communicate with parents on how to use adaptive technology hat can be used at home to support ELA.

Provide trainings in multiple languages and have the technology to support parents of ELL's. Continue to support families experiencing homelessness through Mckinney Vento, How to provide differentiated instruction inside the

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

School

Students

Parents

When each stakeholder is educated about each other and the needs of the different groups, and how the subject encompasses different aspects, such as nonfiction reading in the content area, everyone will strengthen.

Students will utilize and explore multiple fiction and non-fiction texts which will increase comprehension and develop a passion for reading.

With knowledge comes power, empowering our parents with information and resources will strengthen their involvement to increase literacy.

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	33	31	30	27	40
Gains	49	43	48	31	N/A
Lowest 25% Gains	38	37	47	35	null

1. According to data, what are your top priorities? Include needs assessment statements.

Based on our Diagnostic results of 41% proficiency, our priorities are for our students to be proficient and reach our goal of 40% or higher. For the ELL's to also meet proficiency, but if not to make gains.

2. List the root causes for the needs assessment statements for your top priorities.

- 1.) Students lacking math foundational skills and prerequisites needed from prior grade level(s)
- 2.) Teachers not understanding the pedagogy of teaching and implementing instructional strategies with fidelity

3. Share possible solutions that address the root causes.

Academic Tutors working specifically with students in our Low 25% subgroups during class.
 Utilize RIM-Rotational Instructional Model in all math classes
 Implement The Co-Teaching Model in class to provide support and opportunities to model for struggling teachers using the Gradual Release Model
 Math Coach to use the Coaching Cycle to build capacity in organization, Pedagogy, Instructional Delivery and overall support to teachers
 Math Coach to facilitate PLCs and conduct Professional Development on Lesson Planning, Instructional Delivery
 Math Coach\Math Administrator to provide teachers with strategies that allow students to process information and interact with the content.

4. How will school strengthen the PFEP to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents
with Special Needs)

Math Teachers should utilize Parent Link to share pertinent math information and events happening on campus involving math

Establish a Math Family Night including Parents and Students to offer training and implementation

How to communicate with parents effectively, how to provide PD to adults, cultural awareness training. Provide training to staff on how to communicate with parents on how to use adaptive technology that can be used at home to support Math.

Have the flexibility to utilize Google Meets during our Live Meetings for those that cannot attend and also have small meeting rooms facilitated by subject area experts. Provide trainings in multiple languages and have the technology to support parents of

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

School

Students

Parents

Identify student math learning goals and communicate them to students and parents via Title 1 Meetings, SAC Meetings and FSA Math Night.
With the use of adaptive technology, we will set goals weekly for students to interact online to remediate foundational skills in math.

Attend school daily, be on time and be an active participant in class. Will meet the goals for usage and lessons passed on adaptive technology on a weekly basis.

Monitor my child's progress by checking SIS for grades, discussing daily learning goals in math and communicating with math teachers.

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	31	16	28	11	45

1. According to data, what are your top priorities? Include needs assessment statements.

Based on our Diagnostic results of 24% proficiency, our priorities are for our students to be proficient and reach our goal of 35% or higher. Our focus will also include increasing proficiency on L25 and bubble students.

2. List the root causes for the needs assessment statements for your top priorities.

Students lacking prior knowledge from previous grade levels
 Teacher Rotations (Too much movement)
 Need additional training in ESE
 Consistency with school-wide reading initiatives
 Lack of parent involvement

3. Share possible solutions that address the root causes.

Weekly and Saturday tutorials
 Small group instructions, pull-outs to drill down instruction and support foundational learning.
 Common planning
 Professional Development
 Resources and Materials
 Adaptive Technology

4. How will school strengthen the PFEP to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents
with Special Needs)

School Parent-Compact
Communicate with parents through social media, extra-curricular activities, provide, parent link, flyers.

Parent University
Google Classroom
Science Night (Science Fair, Shared activities that parents can do at home to support learning) Training on adaptive technology used in the classroom to support

PLC's on parent engagement. How to communicate with parents effectively, how to provide PD to adults, cultural awareness training. Provide training to staff on how to communicate with parents on how to use adaptive technology that can be used at

Google meets for those who can't attend meetings.

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

School

Students

Parents

We will provide students with hands on learning opportunities and expose them to science vocabulary through adaptive technology, Tutorials , pullouts and working a resource teacher/ tutor.

Attend school daily, be on time and be an active participant in class. Will meet the goals for usage and lessons passed on adaptive technology on a weekly basis.

Monitor their child's progress by checking SIS for grades, discussing daily learning goals in science and communicating with science teachers

#SocialStudies	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	59	66	51	60	65

1. According to data, what are your top priorities? Include needs assessment statements.

Based on our Diagnostic results of 64% proficiency, our priorities are for our students to be proficient and reach our goal of 65% or higher. Additionally, we will increase proficiency and focus on L25's by improving students' prior knowledge of content.
 Regular testing to promote student retention of knowledge
 Target students with low test scores during class and homework assignments

2. List the root causes for the needs assessment statements for your top priorities.

Historically low test scores
 Student lack of experiences
 Professional Development
 Student Engagement

3. Share possible solutions that address the root causes.

Ongoing mandatory phone calls / meetings with parents to discuss student progress
 Virtual field trips to view appropriate documents and historic archives
 Continue to provide external learning opportunities
 Use of adaptive technology
 Utilize proper resources that align with the standards to increase student retention and knowledge

4. How will school strengthen the PFEP to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents
with Special Needs)

Regular callouts informing parents of bi-weekly progress.
Parent meetings to discuss goal settings for students
Google meetings with parents

Parent University
Google Classroom

Continued professional development
PLC's to target parent engagement
Home visit. Provide training to staff on how to communicate with parents on how to use adaptive technology that can be used at home to support Social Studies.

Use of school ELL, ESE and 504 personnel in PLC's. Facilitate Google Meet Meetings.

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

School

Students

Parents

Utilize parent interest to discuss the whole student. Provide assistance through adaptive technology, Tutorials, pullouts and working with a resource teacher.

Students will use the adaptive technology to increase knowledge and retention. Students will commit to being on-time and ready to learn. Morning and After School Care.
Possible retain from Electives

Direct line of support to ask question and report progress.
Provide assistance at home.

#Acceleration	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	42	57	81	87	90

1. According to data, what are your top priorities? Include needs assessment statements.

Based on our previous year scores, we will increase our achievement by 3%. Our Goal for SY 21 is to increase scores to 90% achievement. After reviewing the data our top priorities are achieving proficiency in English/Reading, Math, and Science. Also our focus will be achieving learning gains with our low 25, ESE, and ELL students in English/Reading and Math.

2. List the root causes for the needs assessment statements for your top priorities.

Students entering 6th, 7th, and 8th grade are mostly level 1 or level 2 students in english/ reading and math. This has a direct impact on our student proficiency levels in science. Another root cause is the socio-economic background of our students and the limited resources available to them. There is limited technology at home to support the learning process. We have a growing ELL population that are limited in the english language which impacts how well they perform on assessments

3. Share possible solutions that address the root causes.

Hire tutors to support the learning process in english/ reading, math and science.
 Identify technology platforms that will support the learning process of all students.
 Provide tutorial opportunities throughout the year for all students and parents.
 Provide training opportunities to staff members that focus on student centered activities and best teaching practices.

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Math Teachers should utilize Parent Link to share pertinent math information and events happening on campus involving math	Establish a Math Family Night including Parents and Students to offer training and implementation	Conduct Parent Engagement Training during Math PLC. Provide training to staff on how to communicate with parents on how to use adaptive technology that can be used at home to support Math.	Have the flexibility to utilize Google Meets during our Live Meetings for those that cannot attend and also have small meeting rooms facilitated by subject area experts.

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

School	Students	Parents
Identify student math learning goals and communicate them to students and parents via Title 1 Meetings, SAC Meetings and FSA Math Night.	Attend school daily, be on time and be an active participant in class. Students will utilize the adaptive technology to increase knowledge.	Monitor my child's progress by checking SIS for grades, discussing daily learning goals in math and communicating with math teachers. Parents will monitor students on all adaptive technology.

Action Step	Implement an effective parent/family engagement by working with parents as equal partners in the education process to positively impact student achievement.	Budget Total: \$4,866.18
Acct Description Description		
Online subscription	Canva	
Postage	Postage for 3 mailings for 840 students in grades 6th, 7th, and 8th at .55 for a total of \$1,386.00) The mailing includes postcards and resource flyers to support effective communication between school and family to increase parent engagement. 3 postcards and 1 flyer to invite and inform parents of school-wide events, training, and resources.	
Printing	Use preferred graphic and printing companies to print postcards and flyers to support and increase school- parent communication and engagement. The total amount is \$1,420.69.	
Supplies	Agendas for school-home communication (905 at \$4.99 + \$4,515.95 plus for Shipping \$350.00 = \$4,865.95	

Action Step	Conduct ongoing professional development opportunities that will build expertise in curriculum, support the implementation of best practices, utilize data to drive instruction, plan and implement professional development activities.	Budget Total: \$129,947.52
Acct Description Description		
Single School Culture Coordinator	Single School Culture Coordinator will provide support for teachers in grades 6-8th in the area of academics, behavior, climate, and professional development to support strong systems at our school to increase student achievement.	

Acct Description	Description
Single School Culture Coordinator	to support teachers in the implementation of strong math instruction in grades 6-8 through implementation of coaching cycle (planning, modeling, observing, providing feedback). Single School Culture Coordinator will provide support for teachers in grades 6-8th in the area of academics, behavior, climate, and professional development to support strong systems at our school to increase student achievement.

Action Step	Budget Total:
Engage all students in rigorous, differentiated, standards-based, and meaningful instruction through whole and small groupings including extended learning opportunities.	\$323,836.42

Acct Description	Description
Resource Teacher	Math Resource Teacher will support low 25% students in grades 6-8 through push-in/pull-out model and tutorial.
Classroom Teacher	Reading Classroom Teacher will provide intensive reading support for level 1 and level 2 students in grades 6-8. Serving level 2 students allows the school to provide intensive supports to students beyond what is required to allow them the opportunity to receive intensive instruction by a certified reading teacher.
Classroom Teacher	Social Science classroom teacher will provide support for low 25%, level 1 and level 2 students in 8th grade through a whole and small group instructional model to increase achievement in reading. She will support our school-wide reading initiatives through social studies content to increase student achievement. This allows smaller class size and homogeneously grouping
Tutorial	Tutorial to support students in grades 6-8th grade in ELA, math, science and social students - Extended learning for Winter camp December 2020 (10 certified tutors, \$25.00 an hour, 3 days, 4 hrs, 1 week) and Spring camp March 2021 (10 certified tutors, \$25.00, 3 days, 4 hrs. 1 week)
Extra Periods	In school tutorial - Six (6) teachers to support targeted students in grades 6-8th in ELA and math (low 25%, bubble 2s, and enrichment) in all content areas, during their planning time to reinforce standards taught throughout the week - tentative start time is March 2021 - (6 teachers, \$25.00 an hour, 3 days a week, 1 hour a day, 8 weeks)
Online subscription	NewsELA (Online Subscription) at \$2,500.00
Supplies	Instructional supplies = 4 cases of white copy paper at 31.03 = \$124.12 / Chart paper = 32 packs of 2 st \$64.39 = 2,060.48 / 40 packs of chart paper markers @ \$5.17 each = \$206.80
Out-of-system Tutors (Long Term)	Non-certified Out of System Long Term Temp Tutors - More than 6 months will work with 6-8 grade low 25% students during the day to support ELA, and math instruction through a push-in model of instruction. (6 tutors / 6 hours / 180 days and 2 PDD days @ \$15.00 an hour).
Out-of-system Subs	Subs for two classroom teacher - Social Sciences and Reading (7 days x 2 teachers x \$87.04/day)

Action Step	Budget Total:
Provide technology to assist student in accessing programs to support ELA, Math, Science and Social studies instruction.	\$7,360.00

Acct Description	Description
Mobile devices	Chrome books to support instruction for ELA, math, science, social studies for students in grades 6-8 through the use of iReady, Study Island, and Gizmo to work on foundational skills (66 x \$320.00 each)

Mission Statement

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

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

Mission Statement
John F. Kennedy Middle recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. Therefore, John F. Kennedy Middle strives to implement an effective parent/family engagement plan by working with parents as equal partners in the educational process; implement parent and family training opportunities; welcome input from parents and community members to ensure we are maximizing all of our stakeholders and resources; and encourage stakeholders to join us in the activities outlined in this plan.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Ricky Clark	Principal
Ronda Smith	Assistant Principal
Dwight Graydon	Assistant Principal
Timothy Nance	Assistant Principal
Monique Foushee	Assistant Principal
Leaha Weidenhamer	Single School Culture Coordinator
Mildred Thompson	Math Coach
Math Department	Teachers
Science Department	Teachers
Social Studies	Teachers
ELA/Reading	Teachers

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.

Stakeholders will be invited to attend and members will be selected to represent the diverse community. School administrators and business partners are key stakeholders. School staff is also an integral part of this group. Members were selected from the group of individuals who attended the initial SAC Meeting. The role of becoming a SAC member is explained and parents, teachers, students and community members are asked to complete a membership form to enroll. Members are then voted into the SAC Committee to represent the culture and population of the school.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Our stakeholders will assist in the creation of our plan by providing input on ways the school, families and students can share the responsibility in our efforts to increase students' success here at JFK Middle School. Our meeting dates are found on the school website. All SAC meetings are held on the 2nd Wednesday of each month at 5:30 pm via Google Meet. See attachment for specific dates, time and Google Meet codes. During the year, minutes will be taken during each meeting. Stakeholders will provide input through our monthly SAC meetings, Title I Meetings and Surveys.

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

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

Based on stakeholder input during our Title one Annual Title I meeting during the year, minutes will be taken during each meeting. Stakeholders will provide input through our monthly SAC meetings, Title I Meetings and Surveys.
 In addition, emails may be sent to stakeholders giving input. Parents' feedback and input is recorded and documented in the minutes from the Parent and Families Parent Input meeting.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Ricky Clark	Principal
Ronda Smith	Assistant Principal
Dwight Graydon	Assistant Principal
Timothy Nance	Assistant Principal
Monique Foushee	Assistant Principal
Leaha Weidenhamer	Single School Culture Coordinator
Kemba Mitchell	Parent
Mireille Paul	Parent
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

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

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

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

Brief Narrative

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

Our Annual Meeting will be recorded and posting will be made available on our school website on October 23, 2020 by 4pm.

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

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

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

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

Staff Trainings

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

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Data Chat Meeting	As a result of this training, teachers will be able to effectively communicate our school-wide goals and	The impact of this training will assist with communicating and educating families on	Teachers will complete a data form that identifies students based	November	Ronda Smith, AP

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
FSA/ EOC Night	Teachers will review resources and tools that can be shared with families to assist their child/children at	As a result of this training, teachers will be able provide valuable information to	FSA Parent information sheet by Department including tips and	March 2021	Monique Foushee-

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Staff Training: Data Chats	65 Participants	Complete Data Chats with students in their 4th period class.	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Parent Trainings

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

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Parent Data Chat Night	To support students' learning at home, parents will attend Data Chat Night to understand and be trained on our school-wide goals, understanding students achievement data and setting individualized goals for their child. Parents will understand how to read scale scores and determine the scores	Parents will receive a report with their child's data. Parents will participate in setting goals for their child and a plan of action. Parents will log-into SIS to view test history and receive	As a result of this training, parents and families will understand and be able to better support their child at home with pressing towards their individual goals.	November 2020	Ronda Smith, Dwight Graydon, Monique Foushee, Timothy Nance,	Computers, Flyers through Canva. SIS, PM, EDW Reports	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
FSA/EOC Night	To support learning at home, parents will receive training the the FSA and EOC assessment Through a demonstration and interaction with the FSA portal and Khan academy parents will learn and understand how to navigate through the portal and find relevant materials to support learning at	During this training, Parents will engage in demos and exploration of Khan academy, FSA portal and teacher created resources and study guides.	As a result of this training, parents and families will understand how to assist with preparing and support their child for the FSA/ EOC assessments as well as how to administer at home.	March 2021	Monique Foushee, Ronda Smith, Dwight Graydon, Timothy Nance,	Computers, FSA Portal, Khan Academy, Canva Flyers for	

Parent and Family Capacity Building Training #3 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Choice Night	Parents will be trained on how to apply for the choice programs for their 8th grade students and receive a presentation of our IB MYP program at JFK for parents in 6-7. Parents will be able to go online to complete the choice application during the training, This will be done using Chromebooks.	Parents will learn about the various choice programs and high school programs. Parents will receive assistance with completing the choice application.	Parents will be able to make informed decisions when applying for their child's high school. They will learn how to navigate through the Choice Application. Parents will understand the courses and GPA requirements for	December 2020	Ronda Smith, Patreka Brown, Guidance Counselors.	Technology , Canva Flyers for resources.	

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
City of Riviera Beach	The City of Riviera Beach has partnered with JFK Middle to offer virtual tutorials to students. Our teachers are compensated through the city for	Flyers - posted through out the community and shared with parents.	2 days per week

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
DATA (Drug Abuse Treatment Association)	80% of CMHP time is spent providing free individual counseling/teletherapy to families and students (caseload of 18-22 full-time or 9-11 part-	DATA provides counseling through a variety of services including: Consultation (parent/guardian/teacher/other) Crisis Response, Home Visit, Intake/Assessment	CMHP provides on-campus individual counseling and

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
JFK Class of 1968	The JFK Class of 1968 provides assistance to the families and students at JFK by providing funding for student incentives, parent nights and other	Flyers, Thank You letters, emails, newsletters,	On-going throughout the year.

Communication

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

<p>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be notified of Title I Program (Annual Meeting, tutorial programs, parent trainings, parent conferences, etc.) via electronic and printable flyers, callouts, text messaging, social media and marquee notification and Push notifications.</p>	<p>Sign in sheets, marquee photos, phone call out, school website, scripts/transmissions. Flyers and school newsletter, Social Media (Twitter) and letters. {In all languages}</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Information on the curriculum and forms of assessments will be provided by flyers, call-outs, text messaging, social media and marquee notification. Also through Open House/ Curriculum Nights, and parent conferences. We share student progress through: Progress Reports, report cards, Diagnostic assessment report, and IEPs, SIS</p>	<p>Curriculum PowerPoint during Open House, sign-in sheets, school website, flyers, Curriculum Nights PowerPoint, handout, progress Reports, report cards, Diagnostic assessment report, and IEPs, LEPs, SIS Gateway, parent</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed of academic assessments through our school-wide data chats with students and Parent Data chat Night. Additionally, Mid-term progress reports, Parent -Teacher conferences and report cards will be issued to inform</p>	<p>Sign in sheets, marquee photos, phone call out, school website, scripts/transmissions, flyers, letters, social media, sample progress reports, report cards and parent , parent-teacher conference notes</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be invited to attend SAC meetings, parent conferences, ELL Plans and IEP/LEP meetings to be part of the decision making process as it relates to their child's education. Parents will be notified via flyers, call outs, text messaging, social media and marquee notification.</p>	<p>Sign in sheets, marquee photos, phone call out, school website, scripts/transmissions, flyers, letters, text messaging, social media</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will have meetings on days that do not coincide with community events such as bible study, City hall meetings and meet at 6 pm for parents who work till 5:30 pm. Additionally, we will conference with any parent individually who would like to speak about the information missed at a meeting.</p>	<p>flyers, phone call out, marquee, Google Meet Attendance/ Sign-in, Recording of meetings.</p>

Accessibility

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

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>At all meetings our CLFs are present for translation services. During parent training, and parent conferences they assist with communicating effectively with parents in their native language. CLFs translate all written parent communication.</p>	<p>Conference notes and translated documents.</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>Parents are surveyed on their needs and depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, interpreters, ramps, ESE Contact available during all meetings, are some of the supports that can be put in place to assist parents and families. In</p>	<p>Conference Notes, Home visits/conferences, interpreters, photos of ADA compliant building (disabled parking, ramps, elevators, etc) , emails that communicate</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>Parents of migrant students are invited to all virtual and live meetings. CLFs are present at all meetings and translate all communication in the parent's native language. Migrant parents are surveyed on their needs when their child enters our school, so that the school may provide the resources and information needed through the ELL</p>	<p>Emails or forms referring families to the migrant department, flyers of services, and home visits forms, flyers for meetings</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>Parents and families experiencing homelessness will be supported through the McKinney Vento program and through our school based team. Providing families with flexible meeting days and times as well as the option to meet virtually will be made. Also providing free uniforms and school supplies for families.</p>	<p>Emails or forms referring families to the migrant department, flyers of services, and home visits forms, Log of distributions (uniforms and school supplies)</p>	

Other Activities

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

Activity #1

Name of Activity	Brief Description
N/A	N/A

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

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

SBT/MTSS Implementation

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

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

-Universal Guidelines and behavior matrix taught twice a year to students to ensure students are aware of school expectations. -Ensure teachers are trained in Classroom management strategies (Progressive Discipline, etc.) -SwPBS team reviews classroom data to ensure students are engaged while in class. -Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity -Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.") -Class meetings will occur on a frequent basis to include student feedback. -School-wide recognition system is in place; Vikings of the Week. -Utilize data systems to identify students who have attendance, behavioral or academic concerns. -Out of School Suspensions are monitored before referral generated to School Based Team. -Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules; -Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc. --Students, who received at least 2 suspensions, have low attendance, or are struggling academically will be recommended for our School-Based Team (SBT) intervention program. -Level 1 and Level 2 students, starting with the Low 25%, will be targeted for after-school tutorial support twice a week or on Saturdays per math and reading scores. Letters will be sent home to parents describing the importance of the tutorials and provide permission for the student to stay on the specified days. -Students will be tracked as well in Reading, Language Arts, and Math FSQ and USA, I-ready diagnostics, and i-ready standards-based assessments. Students not demonstrating a cut off level of achievement will also be targeted for after school tutorials. -Students struggling with Mastery of Reading standards will be recommended for tutorial remediation with the resource teacher, during after school and Saturday School Strategy Workshops. -Students in Civics (7th) and Science (8th) not meeting specific achievements for unit assessments will be targeted and pulled out of elective classes to provide tutorial support. -Students in math classes that are struggling with math homework or not turning in will be recommended for homework helper (after school tutorial and homework help). Tier 1 is core instruction for all students in all content areas and behavior expectations through the gradual release model or through whole and small group instruction. Students who are struggling and not meeting grade level expectations/standards using small group instruction are referred to SBT by the classroom teacher. Students who exude behaviors that are detrimental to their own learning as well as others in the environment are also referred to SBT. Students are also recommended for tutorial if they struggle academically. Tier 2 - Students are monitored by support staff by use of point sheet for behavior (behavior plans) and for academics students are monitored for 6-8 weeks summarizing learning deficits. If the students is not making progress, then they placed in Tier 2 for an additional instructional support through a pull-out model or push-in support with a tutor 2-3 days a week for 20-30 minutes. A instruction plan is developed for the student, and the progress monitored for 6-8 weeks to determine if Tier 3 is necessary or if the students is making progress with this support. Tier 3 - Students who are not making progress with Tier 2 support, are then placed in Tier 3 for an additional push-in/pull-out support 2-3 days a week for 20-30 minutes. Resources teachers or academic tutors or SSCC, provide this support to students and monitor their progress for 6-8 weeks. Resources they use is Reading Plus. Students who have a Tier 2 behavior plan and continue to struggle, the plan is revised and monitored for 6-8 weeks. Challenges that have occurred due to distance learning are identifying students for behavior support. While students are attending class virtually, It becomes difficult to determine behavioral concerns and more importantly, holding the students accountable becomes increasingly difficult. Providing effective support poses a challenge because it requires the student to commit and participate in the process virtually. Often times our students are not willing to meet one-on-one after being online the entire school day. The lack of consistency becomes a barrier in which the support given must be strategic and intentional.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills.

Opportunities to extend learning time.How the school connects classroom learning to real world applications How extra curricular opportunities enrich the students' educatic

**The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

John F. Kennedy Middle School is an IB World School and every teacher includes real-world correlations in every lesson. In addition to the IB curriculum, we offer Algebra/Geometry Honors, Culinary, CCI, Spanish, and Band. Student engagement is at the forefront of our instruction to encompass the diverse needs of students attending virtually and brick and mortar. We also offer a variety of computer technology courses that focus on web design, coding, and technology and business that will better prepare students for tech-based careers and the utilization of modern technology in any job setting. We use PLCs to desegregate data from formal assessments (FSQs, USAs, Diagnostic, etc) to determine students' needs and plan for remediation. We ensure instruction is standards-based and align through PLC teacher collaboration and development of the weekly lesson plan. Our Tutorial programs offer extended learning opportunities for all students to work towards mastery in all tested content areas. These tutorials are implemented every school day morning and in the afternoons Mondays - Thursdays. Saturday, Winter, and Spring break tutorials are also provided throughout the school year. Tutorials are offered virtually as well as brick and mortar. Our After-school Program embodies several programs that include the performing arts, robotics, fitness, cosmetology, mentoring programs, and a host of others. JFK Middle school also has a band that is comprised of over 80 students and provides students an opportunity to work on performance skills, musicianship, and learning how to read and compose music.

Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

-Student Course Selection documents, Career Day, visit neighboring Elementary Schools, parent involvement opportunities, Showcase of Schools, College school visits, and tours. Virtual tours will be taken and students will research schools in their AVID classes to learn more about the university and all they have to offer. -John F. Kennedy Middle School is an IB World School and every teacher includes real-world correlations in every lesson. In addition to the IB curriculum, we offer Algebra/Geometry Honors, Culinary, CCI, IT, Spanish, and Band. We also offer a variety of computer technology courses that focus on web design, coding, and technology and business that will better prepare students for tech-based careers and the utilization of modern technology in any job setting. Through the Gradual Release Model our students are given the opportunity to work in collaborative groups participate in project based learning through Google Meet breakout rooms. Additionally, our school is an AVID school that promotes college readiness that fosters post-secondary success. The students attend college tours and participate in the AVID elective that teaches skills for success.

Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

Not Applicable

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

We offer our teachers a wide array of Professional Development opportunities: PD for our teachers this school year includes a focus on student engagement through online tools and strategies that can enhance the instructional process, while students demonstrate understanding of the content. Through regional support, trainings from our subscribers and the admin team, teachers are equipped with effective tools to engage students. Content Specific Training in Math, Social Studies, ELA, Science. - EDW Training - Analyzing Data to support instructional decisions through PLCs. This training supports teachers as they provide data chats with students and parents. - ESOL Training for teachers on how to best support their ELLs - ESE Training for teachers on how to support their SWDs - Classroom Management Training for teachers on how to utilize de-escalation techniques. - IB MYP Trainings in all content areas - ESP for new Teachers - SIS training -AVID Strategies - Frayer Model, Marking the Text -Google Classroom -EDW Support -Literacy Support -Gradual Release -Teacher -Parent Communication Training for teachers to utilize during conferences - Student Engagement Strategies to support virtual distance learning

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

Principal and Administrators: Distance learning has impacted the recruitment and retention process as we are not able to attend job fairs. In the past, many of our new hires came from those fairs and we are now relying on word of mouth or job postings. Retention during this school year remained high however, it is clear that being in the brick and mortar setting is difficult for many of the teachers. The onboarding of our new teachers took place virtually, which minimized the excitement and collegiality amongst the teachers and current staff. - Virtual New Teacher Orientation. - Virtual Coaching and Feedback/ Side by Side Coaching and mentoring. -Teacher recognition and celebrations done virtually during our monthly faculty meetings. -Provides leadership opportunities to qualified teachers. -Provide professional development opportunities for teachers to meet the needs of specific sub-groups. Professional Development Team: -Delivers high-quality PD Virtually. -Coordinates high-quality PD. Instructional Coaches: -Regularly visit, monitor and provide on-the-spot training using the coaching continuum. Completed through online observations. -Offer professional development sessions based on specific needs identified throughout the school year -Educator Support Program: ESP is the School District of Palm Beach County's formal program of support for newly hired educators. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. Systems of support include -support team -staff development opportunities -supports teachers through the coaching continuum (Literacy & Math) -observations, -conferences, and -written and oral feedback. -ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.ongoing support for teacher with three years or less professional teaching experience. -Opportunities for part-time pay such as: tutorials, team leaders, department heads, clubs and activities, collaborative planning, and opportunities to present trainings to our staff.

