



## 2012-2014 Continuous Improvement Work Plan

### John F Kennedy High School

Southwest Side High School Network

6325 W 56th St Chicago, IL 60638

ISBE ID: 150162990250024

School ID: 609718

Oracle ID: 46201



### Mission Statement

John F. Kennedy High School is committed to guiding the academic, social, and career development of all students, including those with special needs, through rigorous instruction aligned to College Readiness Standards and Common Core State Standards, varied extracurricular activities, and professional preparation, in a safe, nurturing, and respectful environment enabling them to continuously contribute positively to their community.

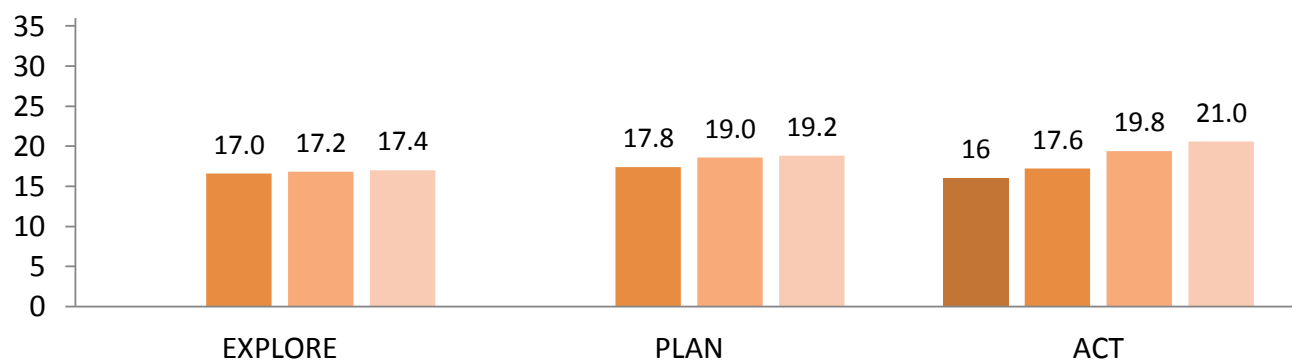
### Strategic Priorities

1. CFP-CRS/Common Core-7 Principles (RFS & MEL-Con) We will continue The Curriculum Framework Project (CFP) that we began 2 years ago via a partnership with the University of Illinois at Chicago and John Hersey High School in District 214 that has since been taken over by CPS. The CFP is built on 7 Principles that we will
2. Crusader PRIDE is JFK's version of the philosophy, methodology, systems, and structures aligned to PBIS (Positive Behavior Interventions & Supports). Adopting the PBIS philosophy enables us to create a more effective learning environment via specific systems and structures that allow us to hold each other
3. Our counseling mission is to provide a comprehensive developmental program committed to guiding the academic, social, and college/career development of all students.

### School Performance Goals

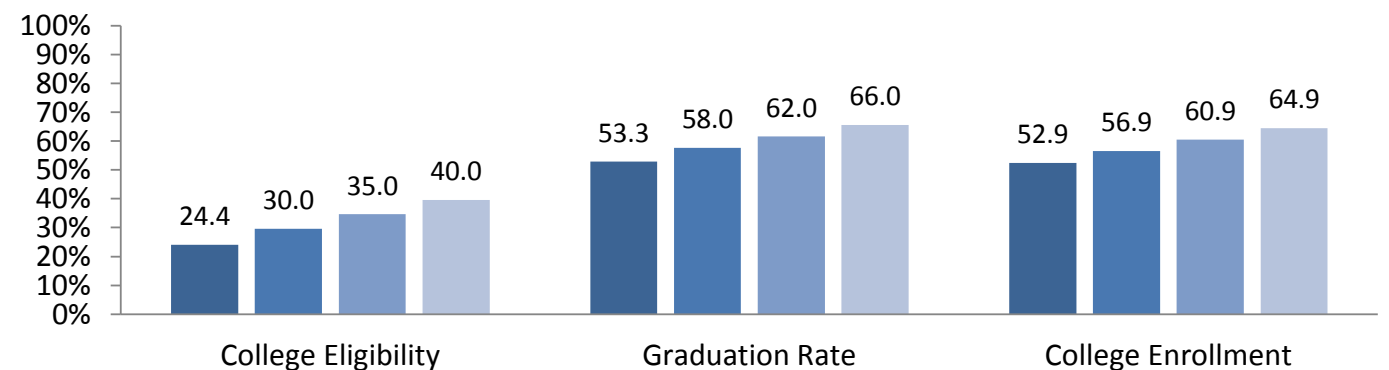
#### EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



#### 12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://www.cps.edu/CIWP) for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	John F Kennedy High School

**Developing a CIWP Team**

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Mr. George Szkapiak	Principal
Mr. Christopher Pawelczyk	Assistant Principal
Ms. Mary Mondt	Special Education Faculty
Mrs. Christine Gename	Parent/ Guardian
Brendan McLaughlin	Classroom Teacher
Janice Jackson	Special Education Faculty
Jadwiga Pytlik	ELL Teacher
Roberto Paredes	Assistant Principal
Joleen Fortier	Counselor/Case Manager
Jon Best	Counselor/Case Manager



## High School Goal Setting

**Instructions:** Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

### Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		15.0	17.0	17.2	17.4	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	24.4	30.0	35.0	40.0
10th Grade - PLAN Average PLAN score		15.8	17.8	19.0	19.2	5-Year Graduation Rate % of students who have graduated within 5 years	53.3	58.0	62.0	66.0
11th Grade - ACT Average ACT score	16.4	15.6	17.6	19.8	21.0	College Enrollment % of graduates enrolled in college	52.9	56.9	60.9	64.9

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.0	2.0

### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	83.0	85.0	90.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	22.0	20.0	18.0	16.0
Freshman On-Track % of Freshman Students on-track	59.7	62.7	67.7	72.7	Sophomore On-Track % of Sophomore students on track	60.1	62.1	67.1	72.1



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	22.6	24.6	26.6	28.6		<b>PSAE Reading</b> % of students exceeding state standards	1.9	4.0	6.0	8.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	19.1	21.1	23.1	25.1		<b>PSAE Mathematics</b> % of students exceeding state standards	0.3	3.0	5.0	7.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	17.7	19.7	21.7	23.7		<b>PSAE Science</b> % of students exceeding state standards	0.8	3.0	5.0	7.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>Current Curriculum Content Framework is established and plans are in action for gen.ed. population; plans are being developed to address the needs of our lowest performing students that are aligned CRS/CC</p> <p>Kennedy clearly committed to aligning curriculum to CRS; need to develop a plan to assess how common core standards mesh with CRS and make needed modifications to current curriculum.</p> <p>We are completing our first year of evaluating real-time standardized test data to guide instruction</p>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Principal and assistant principals observe all teachers during classroom instruction and conduct follow-up conferences that focus on instructional strengths and areas of weaknesses noted</p> <p>Focused data analysis meetings are conducted with core subject teachers and administrators; CTT teachers are not currently part of this process</p> <p>Commitment to CFP supports school vision of college and career readiness paths for our students</p> <p>Administration established the formation of TCTs in core subject areas to develop a common curriculum for courses, but effectiveness of teams and fidelity to teaching what is established by the TCTs is not equal across all subject areas</p> <p>Online and paper communication with families informs parents and guardians of grades, attendance, upcoming events and holidays</p>	

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<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Kennedy has an active ILT; several teachers are involved in coaching, after-school tutoring, clubs, department chairs and other activities</p> <p>TCTs are established in core subject areas, but not all TCT members are equally engaged development of curriculum</p> <p>Sharing of professional development with other staff members is not always evident</p> <p>Teacher leaders often perform multiple leadership duties in the school because of lack of involvement/commitment by other teachers</p> <p>Opportunities are extended for full participation, BUT the few are doing the work of the many.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>ILT team includes knowledgeable, dedicated educators representing most grade levels and expertise in special education, bilingual education and counseling</p> <p>ILT promotes the highest level of teaching and learning for ALL students by implementing a comprehensive development plan using Interim Assessment data</p> <p>ILT facilitates organizational support in implementing the CFP curriculum and District 214 curriculum</p> <p>ILT shares the vision, expertise with TCT's teams and makes decisions accordingly PD activities irregularly</p> <p>ILT members foster positive relationships between teachers and instructional leaders</p> <p>Areas for improvement: Address and help to resolve resistance/ reluctance expressed by teachers to the implementation of new high quality instructional practices</p> <p>Facilitate open communication among staff, parents and the community; lack of involvement by many teachers; establish an effective communication system, time constraints</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>Consistent reflective data analysis of district assessments has been initiated</p> <p>Core teachers meet with administration following each test to discuss results, examine areas of weakness and collaboratively make adjustments to get instruction on track</p> <p>Teachers analyze and reflect on student's growth using CIM</p> <p>Weekly Data meetings between Network and Admin</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Most-to all core subjects have a year-long scope and sequence via Curriculum Maps, Pacing Calendars, and Unit Description Inventories (UDIs) that have been developed in Teacher Course Teams (TCTs) in a collegial way by teachers. The College Readiness Standards (CRS) have been our curricular focus for 2 years and we will be integrating the Common Core State Standards (CCSS). We are developing an instructional strategy called RFS. Simply put, this strategy establishes levels of rigor via the CRS that teachers will align assessments and instructional strategies so that students practice with specific cognitive skills in increasing levels of difficulty at one time. The curriculum is aligned horizontally, vertically, and diagonally via John F. Kennedy's Alignment Frames. Bilingual and Special Education curriculum is being aligned and modified to the regular education curriculum. Teachers have recently invested a great deal of time in developing Data Driven Instruction (DDI) habits</p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Our 9th and 10th grade regular education course teams have piloted the Curriculum Framework Project (CFP) and have spent the last 2 years creating a solid standards based curriculum. With support from outside partners, training, and planning time they have developed a very comprehensive set of instructional materials. However, 11th grade, 12th grade, and modified special education courses will be beginning this year as we fully integrate the CFP throughout the school. Differentiated instruction within varied levels of classes and within a single class is arguably our weakest</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>John F. Kennedy is in the beginning stages of truly incorporating DDI school-wide. We have practiced/experimented with the practices in the book Driven by Data for less than a year using practice EPAS and interim assessments.</p> <p>Some TCTs use their own common assessments.</p> <p>RFS should lead teachers to a better understanding on appropriate levels of rigorous assessment. We are planning and counting of the Alignment Frame commitments and the integration of the CCSS to increase our school-wide assessment capacity.</p> <p>Differentiated assessments is again an area of weakness</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>The basic use of a SMART learning objective is still not used appropriately with fidelity. Observational data leads us to believe that higher order questioning strategy are not utilized as much as they should be.</p> <p>Alignment to increasing levels of difficulty-RFS-has begun and scaffolding instruction is getting better, but is not done with fidelity school wide.</p> <p>RFS should help teachers develop and utilize formative assessments more effectively.</p> <p>Formal evaluations completed by administration have concluded that instruction is occurring at very high level in many classrooms via many teachers, but we have to improve to change this quantifier from many to most if not all.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>The CFP, RFS, and Alignment Frames will strengthen our Universal Tier outlining what our instructional plan is and what is accessible for 100 % of our students. However, the RtI theoretical model says that as many as 20% of our students will need Tier 2 and/or Tier 3 interventions to help them achieve academically what we intend for them to achieve in our Tier 1 Universal plan.</p> <p>We do have double period Math and double period English. We planned for 9th and 10th grade level team work this year, but failed to establish effective routines with them. We have come to an understanding that this is a weakness at Kennedy High School and something that we are dedicated a great deal of time and effort to fix. We have begun to establish time and structures for regular education and special education/bilingual teachers to collaborate together. Many discussions have developed</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Our professional development occurs regularly on a consistent basis and it aligns to our school priorities, which is our CFP(Curriculum Framework Project)</p> <p>Our school wide structures ensuring professional development are above average. It is a work in progress that is constantly tweaked and improved according to our needs to ensure fidelity and ongoing effectiveness that is relevant to teachers and student success.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Although teams meet on a regular basis, grade level teams need to discuss progress monitoring data to track students, and effectively create effective students’ intervention strategies.</p> <p>We have to do a better job in addressing our special needs student population.</p> <p>Our teams are supported by the ILT team leader; nevertheless we need to build capacity in order to enhance ILT expertise and proficiency to support teachers.</p>	
	<b>Instructional coaching</b> ----->			
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>We currently do not have a coaching plan in order to identify and support teachers’ needs nor teacher strengths in order to utilize their expertise.</p> <p>We began the year by giving new and second year teachers support, but as time went by it was left to the district to supply them their teacher mentor.</p> <p>Peer observation and cross classroom visitation does not take place on a regular and consistent basis</p> <p>Teacher received valuable feedback because of formal observation year but we need to implement systems and structures to support individual growth</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Most staff members encourage students to aspire to college. The school has begun to develop plans to build a college-going culture.</p> <p>The school should develop a formal, written plan. The school needs a plan for students who need vocational training.</p> <p>The students have opportunities for voicing their opinions. They should be encouraged to take more initiative in using those opportunities.</p> <p>Students need to have more opportunities for leaderships. Elections should not be popularity contests.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>SPED students have Service Providers to ensure that they are in the Least Restrictive Environment (LRE).</p> <p>Teachers attempting to differentiate instruction based on student needs.</p> <p>Bilingual students have Ms. Pylik for transition and support.</p> <p>Administration has an open door policy for student questions, suggestions and concerns.</p> <p>Club sponsors developed around student interests.</p> <p>College and Career coaching for assistance in attaining post-secondary goals. College tours throughout the year.</p> <p>AVID for students that are leaders and high functioning to lay a solid foundation for college.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>PBIS is school wide approach to develop school culture and discipline. This address about 85% of the student population. Students have the option to be recognized for being positive, showing respect, having integrity, determination, and excellence. Prizes are raffled.</p> <p>Crusader PRIDE videos and lessons with activities demonstrating correct and incorrect responses.</p> <p>We will begin addressing Tier Two students through the Response to Intervention (RTI) program that is currently being developed.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Ongoing two-way communication is uneven at Kennedy. Involved parents are the ones who receive the majority of the attention and communication from the school while parents who find it a challenge to communicate regularly only receive information via mailings, robo-calling and the semester events of report card pickup. Some teachers have developed ongoing two-way communication between parents and the school but again it is uneven. Some parents find it an inconvenience when some teachers call repeatedly regarding their child's class performance.</p> <p>Kennedy has made some improvements in this area by intentionally using every report card pickup and Open House to get parent contact information and allow parents to access parent portal on</p>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Kennedy has operated in a business-like atmosphere providing parents occasional opportunities for families and community members to participate in authentic and engaging activities. The Principal has attended every Parent Advisory Community and Local School Council meeting and continuously updates parents and community about the academic and extra-curricular programs at Kennedy. The Principal also attends Garfield Ridge Neighborhood</p>	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Kennedy has operated in a business-like atmosphere providing parents occasional opportunities for families and community members to participate in authentic and engaging activities. The Principal has attended every Parent Advisory Community and Local School Council meeting and continuously updates parents and community about the academic and extra-curricular programs at Kennedy. The Principal also attends Garfield Ridge Neighborhood Watch meetings and annually participates in the Garfield Ridge Pumpkin Jamboree Parade.</p> <p>Kennedy has held multiple events in which parents can participate</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Kennedy provides students support services outside the school hours such as tutoring and evening school programs. Kennedy provides students with service learning opportunities beyond the regular school day through Kennedy Crusade and multiple evening and weekend events. Kennedy has developed partnerships with the American Red Cross, Job Corps, Dual-enrollment programs in	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	Evidence: FOR: CCRC Center, college fair, bulletin boards, WNI, CYF-Seniors, AVID, JFK website, tracking AGAINST: needs to be ongoing @ every grade level	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Evidence: FOR: AP offerings (8-9 per year), CCRC, CFP, EPAS, Course selections using EPAS scores, AGAINST: job shadow, career fair, use EPAS results right away, HON/AP failures @ semester: should we move them to reg classes?		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	Evidence: FOR: Good amount of sports and clubs, variety, mock trial, SFAC, NHS, senior class board, more updates/flyers, more school wide notifications of games, times, locations, buses etc. AGAINST: Same kids are in everything, no money for sponsors,		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	Evidence: CFP, PSAT, Act, AP, ACT re-takes, EPAS SW Network requirements	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	Evidence: FOR: mandatory senior parent night sept/oct, 12 grade CYF/ 11th grade minimal, FAFSA completion, AVID seniors, senior checklist, AGAINST: Not early or ongoing, Scholarships not organized. Financial aid events are not attended	
<b>Transitions</b> ----->			<b>1</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	Evidence: 8 to HS: HSI Days, HS fairs, enrollment process, 8th grade parent night, mailing registration, frosh connection, need to be more pro-active with feeder schools. Highlight GOOD things @ Kennedy HS to College: drop-off on senior assistance after FAFSA is completed, FAFSA check in-assist w/ verification, housing/acceptance deadline 5/1, assist w/ financial aid offices, final transcript requests, SEQ, SAR, how to accept loans (promissory note), senior checklist, transition out conference, need someone in	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>All discretionary money allocation/spending has been aligned to the SIPAAAs (i.e. personnel, Crusader PRIDE, CFP). To support the district and school mission of preparing students for college and career, Kennedy has committed funding to develop a CRS-aligned curriculum and create a more conducive learning climate via Crusader PRIDE (PBIS)</p> <p>Major outside partners are UIC, District 214-John Hersey HS, PBIS of Illinois. Also, we are planning on partnering with UMOJA to assist with student development curriculum planning.</p>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>The hiring process has been a struggle over the last several years due to district issues and timing. However, the hiring process does include candidates demonstrating a lesson. Most of the recent hires in the last 4 years are performing at excellent to superior levels.</p> <p>Student teaching candidates are only accepted in non-core classes to make sure that students are in classes taught by experienced professionals that have had training and professional development with the CFP.</p> <p>Course teams have been and are created with department and teacher input. Teams have maintained consistency to develop trust and cohesiveness.</p>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Our longer school-day proposal allows for ample amount of instructional time along with an hour of student development in a colloquium setting on Mondays and professional development time via the districts 75 minute early dismissal proposal.</p> <p>Programming has allowed for common planning time for 9th and 10th grade teachers and we will commit to this into the 11th and 12th grades as well.</p> <p>Double period instruction is available for students in English and Math.</p>	

## Mission & Strategic Priorities

**Instructions:** Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Mission Statement

John F. Kennedy High School is committed to guiding the academic, social, and career development of all students, including those with special needs, through rigorous instruction aligned to College Readiness Standards and Common Core State Standards, varied extracurricular activities, and professional preparation, in a safe, nurturing, and respectful environment enabling them to continuously contribute positively to their community.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	<p>CFP-CRS/Common Core-7 Principles (RFS &amp; MEL-Con)We will continue The Curriculum Framework Project (CFP) that we began 2 years ago via a partnership with the University of Illinois at Chicago and John Hersey High School in District 214 that has since been taken over by CPS. The CFP is built on 7 Principles that we will continue to use in our on-going and constantly changing planning and preparation process summarized below:</p> <ul style="list-style-type: none"> <li>Focus on CRS, CCSS, college acceptance, enrollment, and graduation.</li> <li>Collaborative staff making data-driven decisions</li> <li>Student-centered instructional design</li> <li>All students take a rigorous, common core course of studies</li> <li>Curriculum develops skills, is also content-based, interdisciplinary, contemporary and historical in scope, and referenced to the canon as an object of analysis and critique</li> <li>Students' critical thinking skills developed</li> </ul>	<p>The CFP 7 Principles serve as an essential foundation to ground our planning, preparation, and decision making. We have finally begun to experience significant student achievement across all levels with EXPLORE to PLAN increases of over 2 points and an increase in our ACT composite by over 2 points.</p> <p>We have to maintain and strengthen all of its working "teams" to further develop adult capacity with high functioning collaboration to develop stronger vertical, horizontal, and diagonal alignment frames to appropriately place students and track their progress over their 4-year career at Kennedy. It is essential that our focus lay on the CRS, CCSS, and Advance Placement standards within the context of the Review, Focus, Stretch (RFS) model to define and ensure that every student has access to increasing levels of difficulty, higher-order thinking, and critical thinking experiences maximizing their academic potential to create multiple post-secondary options for students upon graduation</p>

2	<p>Crusader PRIDE is JFK's version of the philosophy, methodology, systems, and structures aligned to PBIS (Positive Behavior Interventions &amp; Supports). Adopting the PBIS philosophy enables us to create a more effective learning environment via specific systems and structures that allow us to hold each other accountable for the fidelity of implementation of ideas and tracking/monitoring of results</p> <p>At Kennedy we use the acronym PRIDE represented by Positive, Respectful, Integrity, Determined, and Excellence. We have devised a behavioral matrix that outlines what is expected of every stakeholder in regards to these specific qualities. Second, we have established procedures to teach expected behaviors. We have developed ways to encourage positive behaviors and discourage misbehavior. We use verify to collect, monitor, and analyze student behavior. Lastly, we have teams in place that work to solve problems collectively.</p>	<p>We needed a proven model to address social emotional and cultural issues at JFK. Evidence from the the "My Voice, My School" survey suggests that the behavior of both adults and students has to improve in order to establish positive relationships throughout the building that help create a more conducive environment for learning. PBIS Schools that Implement with integrity show a reduction in the number and severity of office discipline referrals which has clearly occurred in our first year. We are striving to consistently reduce misconducts and their consequences to increase instructional time and hence increase student achievement.</p> <p>We hope to diminish the frustration we have due to the difficulties of getting JFK students to act appropriately in our building. Student non-compliance and/or apathy make it difficult for us to achieve the types of academic success and growth necessary to meet expectations of NCLB, the State of IL, and CPS.</p> <p>Through Crusader PRIDE and the integration of RtI, we hope to help all students achieve a level of college and career readiness.</p>
3	<p>Our counseling mission is to provide a comprehensive developmental program committed to guiding the academic, social, and college/career development of all students.</p> <p>The counseling department will assist students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, and productive workers. Through our counseling curriculum, we will continue to foster a college-going culture at John F. Kennedy High School by focusing on the college and career key performance indicators established by CPS.</p>	<p>Students come to high school with little or no knowledge of college and career choices. Our population includes a majority of first generation college students. Implementation of our comprehensive counseling program provides attitudes, skills and knowledge to be prepared for success after high school.</p> <p>Students need the knowledge, resources, and support counseling staff can offer to properly prepare for college and career. A Counselor's role includes general blanket guidance lessons for knowledge and resources. Then there are individual caseload follow-ups to support our students on a personal level.</p> <p>John F. Kennedy High School's vision is to develop all students' knowledge and skills to be transferable to both college and career success. The work of the guidance department aligns directly with the vision of the district and the school. Whereas teachers provide the academic foundation needed to thrive at the college level, their work ensures that students receive the exposure needed to make decisions about future career paths, as well as the support needed to establish and obtain college and career goals. The year-round support provided to students and parents ensures that our students have the knowledge, skills and assistance needed to perform well in the college setting or workforce.</p>
4	Optional	
5	Optional	

## Strategic Priority 1

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
CFP-CRS/Common Core-7 Principles (RFS & MEL-Con) We will continue The Curriculum Framework Project (CFP) that we began 2 years ago via a partnership with the University of Illinois at Chicago and John Hersey High School in District 214 that has since been taken over by CPS. The CFP is built on 7 Principles that we will continue to use in our on-going and constantly changing planning and preparation process summarized below:	The CFP 7 Principles serve as an essential foundation to ground our planning, preparation, and decision making. We have finally begun to experience significant student achievement across all levels with EXPLORE to PLAN increases of over 2 points and an increase in our ACT composite by over 2 points. We have to maintain and strengthen all of its working "teams" to further develop adult capacity with high

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
9-12 Regular Education Core curriculum fully aligned vertically, horizontally, and diagonally across all levels of instruction	Instruction	All	Core Department Teachers	Summer 2012	Quarter 1		
Non-core department commitments to CRS & CCSS Language Arts standards. These commitments embedded into their curriculum	Instruction	All	Non-Core Department Teachers	Summer 2012	Quarter 4		
Regular Education Curriculum modified for Special Education Instruction	Instruction	Students With Disabilities	Special Ed. and Reg.Ed Teachers	Summer 2012	Quarter 4		
Regular Education Curriculum modified for Bilingual Education Instruction & differentiated for Bilingual levels	Instruction	English Language Learners	Bilingual Teachers w/support from Regular Education Teachers	Summer 2012	Quarter 4		
Full Integration of CCSS throughout all curriculum	Instruction	All	All Teachers	Summer 2012	Quarter 4		
Development of school-wide writing philosophy via MEL-Con across ALL curriculum	ILT/ Teacher Teams	All	English Teachers	Summer 2012	Quarter 4		
Solidify academic rigor via RFS through the use of the JFK alignment frames and teacher-created formative assessments	ILT/ Teacher Teams	All	Core Department Teachers	Summer 2012	Quarter 4		
Development of school-wide assessment protocols using EPAS, interims, & CCSS performance tasks	ILT/ Teacher Teams	All	Mostly Core Department Teachers	Summer 2012	Quarter 4		
Comprehensive PD plan to develop teacher capacity with RFS, MEL-Con, CRS, and CCSS	Professional Development	All	All Teachers	Summer 2012	Quarter 1		



**Strategic Priority 1**

Improve after-school Academic Centers (Tutoring) making them accessible for students and more effective at meeting specific student needs	After School/ Extended Day	All	Assistant Principal Tutoring Supervisor Teachers	Summer 2012	Quarter 1		
Development of Programming commitments and protocols to support teacher efficiency and effectiveness	Other	All	Assistant Principal Programmer Department Chairs	Summer 2012	Quarter 1		
Create an Rtl team	Instructional Materials	Other student group	Select Teachers	On-going	Summer 2012		
Develop an Rtl PD plan for the staff next year	Professional Development	Other student group	Rtl Team	Summer 2012	Quarter 1		
Develop an Rtl referral process	Other	Other student group	Rtl Team	Summer 2012	Quarter 1		
Determine effective evidence-based intervention strategies via Rtl to use for Tier 2 and Tier 3 students	Instruction	Other student group	Rtl Team	Summer 2012	Quarter 4		



## Strategic Priority 2

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
<p>Crusader PRIDE is JFK's version of the philosophy, methodology, systems, and structures aligned to PBIS (Positive Behavior Interventions &amp; Supports). Adopting the PBIS philosophy enables us to create a more effective learning environment via specific systems and structures that allow us to hold each other accountable for the fidelity of implementation of ideas and</p>	<p>We needed a proven model to address social emotional and cultural issues at JFK. Evidence from the the "My Voice, My School" survey suggests that the behavior of both adults and students has to improve in order to establish positive relationships throughout the building that help create a more conducive environment for learning. PBIS Schools that Implement with integrity show a reduction in the number and severity of office</p>

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
To expedite the process of establishing a climate of calm, Kennedy students from diverse groups with various experiences will be empowered to become Student Crusader Leaders, instilling the principles of PRIDE throughout the school.	ILT/ Teacher Teams	All	Crusader PRIDE Universal team	Summer 2012	Quarter 4		
Crusader PRIDE student incentives: Weekly raffle items AND other incentives for students who meet KPI benchmarks	Other	All	Crusader PRIDE Universal team AND Student Sevices team	Summer 2012	Quarter 4		
Crusader PRIDE monthly meetings and data analysis	After School/ Extended Day	All	Crusader PRIDE Universal team AND Rtl Team	Summer 2012	Quarter 4		
PBIS Conference/seminar fees	Professional Development	All	Crusader PRIDE Universal team AND Rtl Team	Summer 2012	Quarter 4		
Partnership with UMOJA	Professional Development	All	Crusader PRIDE Universal Team	Summer 2012	Quarter 4		



**Strategic Priority 2**


### Strategic Priority 3

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Our counseling mission is to provide a comprehensive developmental program committed to guiding the academic, social, and college/career development of all students. The counseling department will assist students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, and productive workers. Through our counseling curriculum, we will	Students come to high school with little or no knowledge of college and career choices. Our population includes a majority of first generation college students. Implementation of our comprehensive counseling program provides attitudes, skills and knowledge to be prepared for success after high school. Students need the knowledge, resources, and support counseling staff can offer to properly prepare for college

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Begin to implement Tier 2 & Tier 3 Interventions; graduation rate, FOT/SOT, college enrollment	Other	All	ALL Counselors	Quarter 1	Quarter 4		
Attend a least 3 college fairs per year; USHLI, HBCU, & Daley	Other	Other student group	All Counselors	Quarter 1	Quarter 4		
Organize 3 College field trips per semester; inviting a variety of students	Other	All	All Counselors	Quarter 1	Quarter 4		
Provide an opportunity for seniors to take the COMPASS test at Daley for CCC enrollment	Other	Other student group	All Counselors	Quarter 4	Quarter 4		
College visits to Kennedy, host at least 2 colleges a week in the Fall and Spring	Other	All	All Counselors	Summer 2012	Quarter 4		
Host a college fair in the Fall (30 participants) and Career Fair (15 participants) in Spring	Other	All	All Counselors	Quarter 4	Quarter 4		
Utilize What's Next Illinois at every grade level throughout the school year. Teach students to use it on their own	Other	All	All Counselors	Quarter 1	Quarter 4		
Counseling department will develop a communication system for students; scholarships, college trips	Other	Other student group	All Counselors	Summer 2012	Quarter 1		
Complete transcript review for seniors and notify parents of mission credits	Other	Other student group	All Counselors	Quarter 1	Quarter 4		
Guidance Lessons differentiated by grade level and semester. Guidance curriculum, the same instruction every year in coordination with UMOJA	Instructional Materials	All	All Counselors	Summer 2012	Quarter 4		
After school events: Evening/summer school registration, parent meetings, CPFTA	After School/ Extended Day	All	All Counselors	Summer 2012	Quarter 4		





**Strategic Priority 3**

Professional Development, training, professional organizations	Professional Development	All	All Counselors	Quarter 1	Quarter 4		
Begin group interentions base on student/school needs	Instruction	All	All Counselors	Summer 2012	Quarter 1		



### Strategic Priority 4

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

**Strategic Priority 5**

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps