



John F Kennedy High School (/school-plans/551) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
05/09/2016	All	Overview, SEF Survey Results, Priorities
03/07/2016	LSC Meeting	Overview and Input on CIWP

02/26/2016	PPLC Meeting	Input on CIWP
04/29/2016	PPLC Meeting	Input on CIWP
05/01/2016	SEF Google Forms Survey	School Excellence Framework
04/04/2016	LSC Meeting	Overview and Input on CIWP
05/02/2016	LSC	Discussion of Priorities and Maintaining Growth
04/27/2016	ILT Meeting	Student Data
03/02/2016	ILT Meeting	Standard-based Grading
05/09/2016	LSC Meeting	Special Meeting to discuss and approve CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 2 **3** 4

On the 5-Essentials Survey with 68.6% of Teachers and 76.6% of Students responding, Kennedy HS is Moderately Organized for Success. This is the highest rating we've received on the Chicago Consortium of School Research report ever. With increases to Effective Leaders, Collaborative Teachers, Ambitious Instruction, Supportive Environment and Involved Families there is certainly increased shared leadership and collective responsibility of our school's improvement. Our school's mission has been co-developed with teachers, students and stakeholders to embody all of our programs and be as inclusive as possible:

"John F. Kennedy High School challenges all students to become critical thinkers in an increasingly connected global society. The school aims to develop students into productive, knowledgeable, active, and reflective lifelong learners who positively impact their community, country, and world."

John F. Kennedy HS has a very involved and active Local School Council which regularly meets to evaluate school effectiveness, align resources to support teachers and to work with all stakeholders to make our school achieve. We also have a Parent Advisory Council which has improved parent attendance at meetings and have become more involved. Our Bilingual Coordinator regularly meets with our EL parents. The PPLC meets with teachers on a regular basis and also meets with the Principal on a monthly basis to advise administration on instructional, budget and school issues. Based on survey data 73.1% of teachers feel Kennedy is performing at the effective school level in these categories. Kennedy has an active ILT; several teachers are involved in coaching, after-school tutoring, clubs, department chairs and other activities. TCTs are established in core subject areas, but not all TCT members are equally engaged development of curriculum. Sharing of professional development with other staff members is not always evident. Teacher leaders often perform multiple leadership duties in the school because of lack of involvement/commitment by other teachers. Opportunities are extended for full participation, BUT the few are doing the work of the many.

Based on a School Excellence Framework Survey with 82 respondents, 86.5% either strongly agreed or agreed with the statement 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. 80.4% with 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. 73.1% with Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): ILT membership, Grade/Course team lead, MTSS team, Committee chair or membership, Mentor teacher, Curriculum team, Coach, Family liaison, Data team, Bilingual lead, CIWP team, Union representative, Grant writer. 71.9% with Each teacher has equity of voice in grade/course, ILT and whole school meetings. 88.4% with The school schedule allows for regular, meaningful collaboration in teacher teams.

Currently Curriculum Content Framework which includes CCSS and CRS is established and plans are in action for general education population; plans are continuing to be developed to address the needs of our lowest performing students that are aligned CRS/CCSS. Kennedy clearly committed to aligning curriculum to CCSS; continue to develop a plan to assess how common core standards mesh with CRS and make needed modifications to current curriculum. We are completing our third year of evaluating real-time standardized test data to guide instruction. Kennedy as recognized by ISBE by the Academic Improvement Award - 2013 Illinois Honor Roll. Through the IB Coordinator and IB Leadership Teacher Team Kennedy is now an Authorized International Baccalaureate Diploma and Middle Years Program World School.

Focused data analysis meetings are conducted with core subject teachers and administrators; CTT teachers are currently part of this process. We are committed to supporting Kennedy HS's school vision of college and career readiness paths for our students. 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. Online and paper communication with families informs parents and guardians of grades, attendance, upcoming events and holidays.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 3 4

Based on a School Excellence Framework Survey with 82 respondents, 80.5% either strongly agreed or agreed with the statement the Principal clarifies a vision for instructional best practices, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. 71.9% with Each teacher has equity of voice in grade/course, ILT and whole school meetings. 68/3% with the school's ILT is assembled based on combination of knowledge and expertise needed to make decisions for all students and staff. 71.9% with the ILT leads the work of improving teaching and learning school-wide. 70.7% with the ILT leads the school's approach to professional development - whole staff PD, teacher teams, and coaching. 61% with the ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. 58.3% with the ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress toward school-wide goals. 73.1% with Teams are supported by an ILT member, team leader, or "expert", as appropriate.

Kennedy has an active ILT; several teachers are involved in coaching, after-school tutoring, clubs, department chairs and other activities. TCTs are established in core subject areas, but not all TCT members are equally engaged development of curriculum. Sharing of professional development with other staff members is not always evident. Teacher leaders often perform multiple leadership duties in the school because of lack of involvement/commitment by other teachers. Opportunities are extended for full participation, BUT the few are doing the work of the many. ILT team includes knowledgeable, dedicated educators representing most grade levels and expertise in special education, bilingual education and counseling ILT promotes the highest level of teaching and learning for ALL students by implementing a comprehensive development plan using Interim Assessment data, aligning curriculum to the CRS. ILT shares the vision, expertise with TCT's teams and makes decisions accordingly PD activities irregularly. ILT members foster positive relationships between teachers and instructional leaders. Areas for improvement: (1) Address and help to resolve resistance/ reluctance expressed by teachers to the implementation of new high quality instructional practices. (2) Facilitate open communication among staff, parents and the community; lack of involvement by many teachers; and, (3) Establish an effective communication system--time constraints.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.

- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 **2** 3 4

Based on a School Excellence Framework Survey with 82 respondents, 80.5% either strongly agreed or agreed with the statement Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership. 80.5% with Principal clarifies a vision for instructional best practices, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. 76.8% with each teacher is encouraged to share learning about effective practice from PD or visits to other schools. 65.8% with The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. 57.4% with The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). 46.3% with this school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently with 26.8% stating - Not able to answer: "I don't know." 47.6% with new teachers are provided with effective induction support with 32.9% stating - Not able to answer: "I don't know." 47.5% with Teachers have individual professional development plans tailored to their needs with 23.2% stating - Not able to answer: "I don't know." 56.1% with peer coaching and cross classroom visitation is also used as a form of coaching with 15.9% stating - Not able to answer: "I don't know."

Our professional development occurs only at the beginning of the school year during our Principal Directed Professional Development Days and at the end of each quarter with half the time being Principal Directed. Our PD does align to our school priorities, which are our Instructional Best Practices and Common Core State Standards. 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. The PPLC recommends that there be more professional development both in CCSS and IB MYP and Diploma programs. The professional development must be differentiated and target respective subject/discipline areas.

While the responds from staff were mostly favorable, the 5-Essentials Survey conducted by the University of Chicago - Chicago Consortium for School Research with respect to teacher responses regarding Collaborative Teachers tells a slightly different story.

Kennedy HS received a Performance of Neutral on Quality Professional where Development Professional development is rigorous and focused on student learning. Kennedy's score in this areas has gone up to 47 from 40 in 2014 and 36 in 2013. This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark. Teachers report that professional development this year has:

- (1) Included opportunities to work productively with teachers from other schools. Strongly Disagree 29%, Disagree 31%, Agree 31%, and Strongly agree 9%.
- (2) Included enough time to think carefully about, try, and evaluate new ideas. Strongly Disagree 8%, Disagree 27%, Agree 47%, and Strongly agree 18%.
- (3) Been sustained and coherently focused, rather than short-term and unrelated. Strongly Disagree 8%, Disagree 18%, Agree 57%, and Strongly agree 16%.
- (4) Included opportunities to work productively with colleagues in my school. Strongly Disagree 8%, Disagree 14%, Agree 63%, and Strongly agree 15%.
- (5) Been closely connected to my school's improvement plan. Strongly Disagree 8%, Disagree 12%, Agree 64%, and Strongly agree 16%.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 4

Based on a School Excellence Framework Survey with 82 respondents, 86.5% either strongly agreed or agreed with the statement 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. 80.4% with 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. 76.8% with School allocates discretionary spending to align with identified needs and strategic priorities with 20.9%% stating - Not able to answer: "I don't know." 74.4% with School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs with 23.3%% stating - Not able to answer: "I don't know." 92.6% with School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.

Even though Kennedy H.S. has seen unprecedented student achievement growth, teacher course teams range from highly aligned and having highly developed instructional materials that are aligned to standards to relatively poorly developed instructional materials. This is one area of greatest opportunity being part of DLSS Pilot and SEEDS project school. Our modified DL teachers have been meeting with our core course teachers during a common planning period and are better aligning instructional materials to support DL and EL populations. We will have quite a long way to go in order to fully be effective in this area. The PPLC recommends that there be more professional development both in CCSS and IB MYP and Diploma programs. The professional development must be differentiated and target respective subject/discipline areas. Within the past several years the LSC has allocated and purchased hundreds of thousands of dollars worth of technology equipment, supplies and instructional materials to support teachers, students and improve instructional quality. [i.e., Short-throw projectors in every classroom, opaque document projectors in every classroom, multiple copiers for teachers' use without limits on copies, over 14 laptop carts with 30 Dell laptops each, numerous Chrome-Book carts with 15 Chrome-Books each for Diverse Learner classrooms, and Promethean Boards for all Diverse Learner and World Language classrooms] Kennedy HS offers tutoring on a consistent basis, math reassessment with a freed math lab teacher, and always offers evening school and summer school for credit recovery.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
✓ Budget analysis and CIWP	
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

1 2 3 4

Based on a School Excellence Framework Survey with 82 respondents, 82.9% either strongly agreed or agreed with the statement 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. 87.8% with each grade level or course team develops/uses common units of instruction aligned to the standards. 69.5% with each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards with 19.5% stating - Not able to answer: "I don't know." 71.9% with each teacher scaffolds instruction to ensure all students, including students with disabilities and English Language Learners access complex texts and engage in complex tasks with 18.3% stating - Not able to answer: "I don't know."

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 5 years and we are continuing to integrate 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. 87.8% of respondents state that each grade level or course team develops/uses common units of instruction aligned to the standards.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**

- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&scid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

Based on a School Excellence Framework Survey with 82 respondents, 76.8% either strongly agreed or agreed with the statement school allocates discretionary spending to align with identified needs and strategic priorities with 20.9% stating - Not able to answer: "I don't know." 74.4% with School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs with 23.3% stating - Not able to answer: "I don't know." 92.6 with school maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.

In Google Form School Excellence Framework Survey Results instructional grade level course teams have an uneven set of materials that are aligned to standards. Even though Kennedy H.S. has seen unprecedented student achievement growth, teacher course teams range from highly aligned and having highly developed instructional materials that are aligned to standards to relatively poorly developed instructional materials. This is one area of greatest opportunity being part of DLSS Pilot and SEEDS project school. Our modified DL teachers have been meeting with our core course teachers during a common planning period and are better aligning instructional materials to support DL and EL populations. We will have quite a long way to go in order to fully be effective in this area. Even during these difficult financial times, Kennedy HS has been able to add in recent years short-throw projectors into every classroom, acquired 12 Dell Laptop Carts, equipped every classroom with opaque document projectors, equipped every modified self-contained DL classroom in Chromebook carts, and has begun the process of installing Promethean Boards in DL classrooms and world language classrooms. The LSC has invested a great deal of resources to support teachers in delivery of instruction. Teachers also have multiple copiers at their disposal with limitless number of copies available. The school's budget always allocated over \$100,000 for textbook purchases annually and an unlimited supply of copy paper for teachers to use. Teachers have been using these resources to differentiate reading assignments so all students may have access to the regular curriculum. NewsELA is regularly used which allows for teachers to manipulate the lexile level of readings to provide access to lower level readers and challenge higher level readers.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students’ higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4

Based on a School Excellence Framework Survey with 82 respondents (Faculty & Staff), 76.8% either strongly agreed or agreed with the statement 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. 86.6% with 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). 69.5% with each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. 78.1% with each teacher uses low - and high-level questioning techniques that promote student thinking and understanding.

While the responds from staff were mostly favorable, the 5-Essentials Survey conducted by the University of Chicago - Chicago Consortium for School Research with respect to student responses tells a slightly different story. With the 5-Essentials securing a 76.6% response rate by students with a school population of 1549, that means that 1187 students responded to this survey. Kennedy HS's English Instruction Performance was Neutral (50 Score up from 37 in 2014) with students stating they interact with course material and one another to build and apply critical reading and writing skills. Kennedy HS's Math Instruction Performance was Neutral (43 score up from 25 in 2014) with students stating they interact with course material and one another to build and apply knowledge in their math classes. Both categories are below similar schools on the CCSR 5-Essentials. Academic Press is rated Weak (Score of 32 up from 21 in 2014, but low to CPS Average) where students stated teachers expect students to do their best and to meet academic demands. Quality of Student Discussion was rated Strong (Score of 64, up from 51 in 2014 and 18 in 2013) with students claiming students participate in classroom discussions that build their critical thinking skills.

Kennedy HS uses text for instruction which exposes all students to a grade appropriate level of complexity and informational texts to at least CCSS-recommended levels by grade band. Observational data leads us to believe that higher order questioning strategy are not utilized as much as they should be. Alignment to increasing levels of difficulty-RFS-has begun and scaffolding instruction is getting better, but is not done with fidelity school wide. RFS should help teachers develop and utilize formative assessments more effectively. 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.

Consistent reflective data analysis of district assessments has been initiated. Core teachers meet with administration following each test to discuss results, examine areas of weakness and collaboratively make adjustments to get instruction on track.

Teachers analyze and reflect on student's growth using CIM. Areas of opportunity for growth:

- More systematic and regular data analysis is needed to be more responsive to students' skill deficiencies.
- ILT using data to identify and target support for teachers.
- Differentiated Professional Development Plans for teachers how need support with Rigorous Student Tasks.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

Based on a School Excellence Framework Survey with 82 respondents (Faculty & Staff), 85.4% either strongly agreed or agreed with the statement 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 goals. 75.6% with Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. 87.8% with The school has developed and is executing an intentional plan to build and maintain a college-going culture. 64.7% with School proactively provide information regarding school choices to families looking to relocate or to students in transition grades with 19.5% responding Not Able To Answer: "I don't know." 95.4% with 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, and also so that school staff can learn from the families about their child's strengths and needs. 90.5% with 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. 93% with 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. 83.7% with The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. Kennedy HS leads Network 10 High Schools with a 41.9% of AP students who score 3+ on AP Exams which is three times greater success rate than our nearest competitor Hubbard HS at 13.5%. Kennedy HS's cumulative Grade Point Average is 2.97 with Freshman at nearly 3.2 on a 4 point scale, which leads all high schools in Network 10. Kennedy HS has implemented programs which have greatly increased our students chances of college acceptance, persistence and success through the International Baccalaureate, AP, and Honors programs.

Most staff members encourage students to aspire to college. The school has begun to develop plans to build a college-going culture. The school should develop a formal, written plan. The school needs a plan for students who need vocational training. The students have opportunities for voicing their opinions. They should be encouraged to take more initiative in using those opportunities. Students need to have more opportunities for leaderships. Elections should not be popularity contests. The school provides a college coach, offers FAFSA help, provides college tours, and conducts parents' nights. (This bullet point brings high marks to the score.) Last year Kennedy HS secured over \$14 Million in scholarships and sent graduates with full-scholarships to Harvard, University of Chicago, Northwestern and Boston College to name some universities.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.

- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

Based on a School Excellence Framework Survey with 82 respondents, 80.5% either strongly agreed or agreed with the statement Principal clarifies a vision for instructional best practices, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. 78% with Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. 78.1% with Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. 69.5% with Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. 71.9% with Each teacher scaffolds instruction to ensure all students, including students with disabilities and English Language Learners access complex texts and engage in complex tasks.

While the responds from staff were mostly favorable, the 5-Essentials Survey conducted by the University of Chicago - Chicago Consortium for School Research with respect to student responses tells a slightly different story. With the 5-Essentials securing a 76.6% response rate by students with a school population of 1549, that means that 1187 students responded to this survey. Kennedy HS's English Instruction Performance was Neutral (50 Score up from 37 in 2014) with students stating they interact with course material and one another to build and apply critical reading and writing skills. Kennedy HS's Math Instruction Performance was Neutral (43 score up from 25 in 2014) with students stating they interact with course material and one another to build and apply knowledge in their math classes. Both categories are below similar schools on the CCSR 5-Essentials. Academic Press is rated Weak (Score of 32 up from 21 in 2014, but low to CPS Average) where students stated teachers expect students to do their best and to meet academic demands. Quality of Student Discussion was rated Strong (Score of 64, up from 51 in 2014 and 18 in 2013) with students claiming students participate in classroom discussions that build their critical thinking skills.

Observational data leads us to believe that higher order questioning strategy are not utilized as much as they should be. Alignment to increasing levels of difficulty-RFS-has begun and scaffolding instruction is getting better, but is not done with fidelity school wide. RFS should help teachers develop and utilize formative assessments more effectively. 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.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

Based on a School Excellence Framework Survey with 82 respondents, 68.3% either strongly agreed or agreed with the statement 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. 62.2% with School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. 70.7% with 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. 86.6% with 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). 83% with Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge. 76.8% with Each teacher regularly uses formative assessment during instruction to monitor student progress. Only 62.2% strongly agree or agree with The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. Also only 56.1% either strongly agree or agree with Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving interventions. 66.7% with Struggling students receive structured intervention in dedicated blocks. 74.4 with 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.

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 MTSS 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. 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 needs and ideas that must be supported by programming and administrative support/commitment. 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. We have to do a better job in addressing our special needs student population. 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.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic**

absenteeism. (On Track)

- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Based on a School Excellence Framework Survey with 82 respondents, 68.3% either strongly agreed or agreed with the statement 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. 62.2% with School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. 70.7% with 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. 86.6% with 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). 83% with Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge. 76.8% with Each teacher regularly uses formative assessment during instruction to monitor student progress. Only 62.2% strongly agree or agree with The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. Also only 56.1% either strongly agree or agree with Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving interventions. 66.7% with Struggling students receive structured intervention in dedicated blocks.

John F. Kennedy H.S. must refocus and develop a systematic structure to incorporating DDI school-wide. In prior years we have practiced/experimented with the practices in the book *Driven by Data* using practice EPAS and interim assessments. Some TCTs use their own common assessments, i.e. English and Math departments. These two areas have the greatest alignment to standards. Science and Social Studies is in the process of developing more aligned and common assessments toward CRS and CCSS. 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. We still need to focus on and further develop differentiated assessments.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
CPS Framework for Teaching	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

1 2 3 4

In Google Form School Excellence Framework Survey Results respondents answered favorably in these areas. Based on a School Excellence Framework Survey with 82 respondents, 65.8% either strongly agreed or agreed with the statement The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. 57.4% with The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration) with 14.6% responding Not able to answer: "I don't know." 64.6% with School-wide structures ensure that professional developing is ongoing, job-embedded and relevant to teachers. 73.1% with Teacher teams share ownership for results in student learning with 11% responding Not able to answer: "I don't know." 47.6% with new teachers are provided with effective induction support with 32.9% stating - Not able to answer: "I don't know." 47.5% with Teachers have individual professional development plans tailored to their needs with 23.2% stating - Not able to answer: "I don't know." 56.1% with peer coaching and cross classroom visitation is also used as a form of coaching with 15.9% stating - Not able to answer: "I don't know."

SPED students have Service Providers to ensure that they are in the Least Restrictive Environment (LRE). Teachers attempting to differentiate instruction based on student needs. Bilingual students have EL Coordinator for transition and support. Administration has an open door policy for student questions, suggestions and concerns. Club sponsors developed around student interests. College and Career coaching for assistance in attaining post-secondary goals. College tours throughout the year. Student Survey...My School, My Voice, Peer Jury, Student Forum to develop policies on uniforms, attendance, and discipline issues. Some departments have Common Planning meetings where teachers collaborate and share ideas on solving student problems and effective instructional strategies. Tutoring sessions. ACT Prep course. Regular Ed students give up their lunch period to volunteer in SPED classes. Students with disabilities are engaged in community Low functioning students created and painted pinch pots that were sold in the cafeteria during lunch periods. Money was donated to a homeless shelter. Students have awards ceremonies at the end of the year for attendance and scholastic accomplishments. Student's accomplishments have been published in the school newspaper.

- * 92.7% respondents state students with disabilities are engaged in the school community, including both physical and social integration.
- * 81.7% respondents state students' classroom experiences demonstrate value of home language and culture.
- * 91.5% respondents state staff establishes and maintains a safe, welcoming school environment.
- * 83.7% respondents state the school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.

- Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 **2** 3 4

Based on a School Excellence Framework Survey with 82 respondents, 89% either strongly agreed or agreed with the statement Teachers' collaboration is regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. 73.1% with Teacher teams share ownership for results in student learning with 11% responding Not able to answer: "I don't know." 73.1% with Teams are supported by an ILT member, team leader, or "expert", as appropriate with 12.2% responding Not able to answer: "I don't know." 82.9% with Teachers have protocols or processes in place for team collaboration.

While the responds from staff were mostly favorable, the 5-Essentials Survey conducted by the University of Chicago - Chicago Consortium for School Research with respect to teacher responses regarding Collaborative Teachers tells a slightly different story.

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Kennedy received a score of 44 [The 44 received is the highest in three years, up from 38 in 2014 and 31 in 2013] on Collaborative Teachers, representing its aggregate performance across four key indicators of this essential:

- Collaborative Practices (64 - Strong)
- Collective Responsibility (42 - Neutral)
- Quality Professional Development (47 - Neutral)
- School Commitment (47 - Neutral)
- Teacher-Teacher Trust (22 - Weak)

Teachers report the frequency of these actions in school year [This was the highest score in the category of 64 and a performance rating of Strong]:

- (1) 75% of teachers responded Never or Once or twice to - Observed another teacher's classroom to offer feedback.
- (2) 66% of teachers responded Never or Once or twice to - Observed another teacher's classroom to get ideas for your own instruction.
- (3) 68% of teachers did favorably respond with 3-9 times and 10 or more times to - Gone over student assessment data with other teachers to make instructional decisions.
- (4) 75% of teachers did favorably respond with 3-9 times and 10 or more times to - Worked with other teacher to develop materials or activities for particular classes.
- (5) 81% of teachers did favorably respond with 3-9 times and 10 or more times to - Worked on instructional strategies with other teachers.

For Collective Responsibility where Teachers share a strong sense of responsibility for student development, school improvement, and professional growth Kennedy HS earned a Neutral score of 42, well below similar schools. Teachers report that other teachers in Kennedy HS:

- (1) Feel responsible when students in this school fail. Some 25%, About half 28%, Most 28%, and Nearly all 18% .
- (2) Feel responsible to help each other do their best. Some 19%, About half 16%, Most 39%, and Nearly all 24% .
- (3) Help maintain discipline in the entire school, not just their classroom. Some 16%, About half 18%, Most 34%, and Nearly all 28% .
- (4) Take responsibility for improving the school. Some 15%, About half 25%, Most 36%, and Nearly all 22% .
- (5) Feel responsible for helping students develop self-control. Some 13%, About half 19%, Most 40%, and Nearly all 27% .
- (6) Feel responsible that all students learn. Some 9%, About half 19%, Most 39%, and Nearly all 31% .

Kennedy High School's Teacher-Teacher Trust category is the lowest with a Performance rating of Weak. In this category teachers responded to Teachers are supportive and respectful of one another, personally and professionally. Kennedy's score in this category is 22 which is up from 5 in 2014. This school's performance on this measure is based on the questions shown below.

Relative performance is based on how responses in this school compare to the benchmark Teachers report that:

- (1) Teachers in this school trust each other. Strongly disagree 11%, Disagree 35%, Agree 39% and Strongly agree 15%.
- (2) It's OK in this school to discuss feelings, worries, and frustrations with other teachers. Strongly disagree 3%, Disagree 30%, Agree 42% and Strongly agree 25%.
- (3) Teachers respect other teachers who take the lead in school improvement efforts. Strongly disagree 6%, Disagree 23%, Agree 48% and Strongly agree 23%.
- (4) Teachers at this school respect those colleagues who are experts at their craft. Strongly disagree 3%, Disagree 15%, Agree 48% and Strongly agree 33%.
- (5) Teachers feel respected by other teachers. Not at all 0%, A little 6%, Some 39% and To a great extent 55%.

Kennedy's Student-Teacher Trust category earned a Performance of Weak where students responded to if Students and teachers share a high level of mutual trust and respect. This school's performance on this measure is based on the questions shown below. Relative

performance is based on how responses in this school compare to the benchmark. Students report that:

- (1) My teachers always keep their promises. Strongly disagree 12%, Disagree 35%, Agree 43% and Strongly agree 10%.
- (2) I feel safe and comfortable with my teachers at this school. Strongly disagree 4%, Disagree 14%, Agree 59% and Strongly agree 22%.
- (3) My teachers will always listen to students' ideas. Strongly disagree 10%, Disagree 24%, Agree 52% and Strongly agree 14%.
- (4) My teachers treat me with respect. Strongly disagree 7%, Disagree 15%, Agree 57% and Strongly agree 22%.

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 3 4

Based on a School Excellence Framework Survey with 82 respondents, 86.6% either strongly agreed or agreed with the statement Teams are inclusive of general education, special education, bilingual teachers and specialists. 74.4% either strongly agree or agree with the statement that Every student has opportunities for authentic leadership and student voice. 60.9% either strongly agree or agree with the statement that All students have an adult advocate who cares about them deeply and supports them in achieving their goals with 19.5% responding Not able to answer: "I don't know." 79.2% with Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior. 92.7% respondents state students with disabilities are engaged in the school community, including both physical and social integration. 81.7% respondents state students' classroom experiences demonstrate value of home language and culture.

John F. Kennedy HS offers students all the opportunities to participate, voice their concerns, engage in our school and civic life of a large urban high school. We offer all major sports and over 80 clubs. We are a Community School, which provide additional grant money to open our school doors after hours based on students' interests. Kennedy HS has an active IB, NHS and Honors program. We have a large Diverse Learner population who are fully integrated into our school culture through sports, clubs, Special Olympics, and our Service Learning/Community Action and Service. Ours students were instrumental in changing the Dress Standard through their work with the Local School Council and Administration.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**

- Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
- Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

Based on a School Excellence Framework Survey with 82 respondents, 86.6% either strongly agreed or agreed with the statement Teams are inclusive of general education, special education, bilingual teachers and specialists. 82.9% with Teachers have protocols or processes in place for team collaboration. 91.5% of respondents either strongly agree or agree that staff establishes and maintains a safe, welcoming school environment.

While the responds from staff were mostly favorable, the 5-Essentials Survey conducted by the University of Chicago - Chicago Consortium for School Research with respect to student responses regarding safety & order tells a slightly different story. Students responded that Safety at Kennedy HS earned a Performance rating of Weak. That rating is determined by how students feel safe both in and around the school building, and while they travel to and from home. This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark. Students report how safe they feel:

- (1) Outside around the school. Not safe 5%, Somewhat safe 27%, Mostly safe, 44%, and Very safe 23%.
- (2) Traveling between home and school. Not safe 4%, Somewhat safe 19%, Mostly safe, 43%, and Very safe 34%.
- (3) In the bathrooms of the school. Not safe 6%, Somewhat safe 25%, Mostly safe, 44%, and Very safe 25%.
- (4) In the hallways of the school. Not safe 3%, Somewhat safe 18%, Mostly safe, 48%, and Very safe 31%.
- (5) In their classes. Not safe 2%, Somewhat safe 8%, Mostly safe, 38%, and Very safe 51%.

- Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.
- Provide clear procedures for reporting and responding to safety concerns.
- Manage efficient and orderly transitions between activities.
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- Provide a framework for positive behavior throughout the school based on shared values and expectations.
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
 - All adults use active supervision (move, scan, and interact) in all settings.
- Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- Clarify criteria for office referrals versus classroom managed behavior.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1 2 **3** 4

The Universal Crusader PRIDE Team has led professional development of all teachers in deescalation techniques prior to discipline referrals. As a result the Student-Teacher Trust increased this school year to a score of 55 which is up from 39 in SY2015 based on 98.9% of the student body responding on the University of Chicago Consortium of School Research 5 Essentials Survey. Based on this survey 79% of students responded that they feel mostly safe and very safe "In the hallways of the school." Based on this survey 90% of students responded that they feel mostly safe and very safe "In their classes."

Based on written restorative practices in our Discipline Office, both Deans of Discipline currently use the following practices:

What restorative practices we used in the school for discipline?

- (1) Holding students accountable
- (2) Community safety
- (3) Provides ways to successfully address behavior and other complex school subjects
- (4) Offers a reassuring setting that can help with development learning
- (5) Offers alternatives to suspension and expulsion
- (6) Focus on non-punitive resolutions
- (7) Contribution professional development in restorative justice philosophy
- (8) Peer conferencing
- (9) Active listening

How are we proactive when it comes to discipline?

- (1) Allowing flexibility for different students, needs, and condition
- (2) Creating caring climates to support healthy societies
- (3) Listening and answering to the needs of the person harmed and the person who harmed
- (4) Involving students who are willing to accept some accountability for their actions
- (5) Relationship-building
- (6) Student understands norms and expectations (posted on the wall)
- (7) Student reflects on and analyzes the incident /infraction committed (written reflection from)
- (8) Student sets goals/commits to a behavior plan moving forward
- (9) Issuing restorative consequences that keeps students in school ex. Cleaning, writing, office work

Outside Resources we used:

Garfield Park (Behavioral Hospital)
Universal Family Connection (Youth Services)
O.U.R. Youth Mentoring Program Outstanding-Unique-Responsible

Ultimately based on opportunities provided by the Discipline Office for students to correct their behavior and restore themselves to good standing within our school community, it is up to each student to begin expecting better for themselves and those around them they hurt or harm. Kennedy HS does a great job of counseling students through challenging ordeals; however, we will still continue to hold all students accountable to the highest behavioral expectations and utilize Due Process through the Student Code of Conduct to remedy violations of the Student Code of Conduct.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 **3** 4

Based on a School Excellence Framework Survey with 82 respondents, 73.2% either strongly agreed or agreed with the statement Principal creates a system for empowered families and communities through accurate information on school performance and clarity on student learning with 17.1% responding Not able to answer: "I don't know."

The 5-Essentials Survey conducted by the University of Chicago - Chicago Consortium for School Research with respect to teacher responses regarding Involved Families supports the School Excellence Framework Survey results. John F. Kennedy High School received a performance score of neutral for Involved Families, however this is a substantial improvement from previous years. Our school's score in 2015 is 57, up from 40 in 2014 and up front a dismal 17 in 2013. In schools with Involved Families, the entire staff

builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Kennedy received a score of 57 represents its aggregate performance across three key indicators of Involved Families:

- Teacher-Parent Trust (55 - Neutral)
- Parent Involvement in School (52 - Neutral)
- Parent Influence on Decision Making in Schools (64 - Strong)

Kennedy's Teacher-Parent Trust Score is 55 in 2015, up from 33 in 2014, indicating Teachers and parents are better partners in improving student learning. Also out school's Parent Involvement in School score is 52 in 2015, up from 38 in 2014, indicating more Parents are active participants in their child's schooling.

Parent Influence on Decision Making in Kennedy HS received a Performance score of Strong. Our score was 64, which is up from 49 in 2014. In schools with strong Parent Influence on Decision Making in Schools, the school actively creates opportunities for parents to participate in developing academic programs and influencing school curricula.

- On average, % of teachers at Kennedy responded favorably to questions related to Parent Influence on Decision Making in Schools.
- Based on a comparison to the benchmark, an mScore of 64 means that John F Kennedy High School is strong on this measure.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.

- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐

3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
Criteria on SQRP	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Criteria on SQRP	18.00	(Blank)	25.00	30.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Criteria on SQRP	(Blank)	(Blank)	20.00	25.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Criteria on SQRP	13.00	(Blank)	30.00	35.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Criteria on SQRP	(Blank)	(Blank)	20.00	25.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Criteria on SQRP	13.00	(Blank)	20.00	25.00
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
Criteria on SQRP	40.00	(Blank)	45.00	50.00
Freshmen On-Track Rate				
Criteria on SQRP	78.70	80.80	82.00	85.00

4-Year Cohort Graduation Rate

Criteria on SQRP	67.00	62.70	68.00	70.00
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1-Year Dropout Rate

Criteria on SQRP	6.30	5.60	4.00	3.00
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College Enrollment Rate

Criteria on SQRP	58.70	54.30	62.00	65.00
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College Persistence Rate

Criteria on SQRP	71.40	71.70	74.00	76.00
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Average Daily Attendance Rate

Criteria on SQRP	89.40	90.10	90.00	92.00
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Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Professional Development focus for the year will include Literacy and Common Core State Standards (CCSS) supports led by our literacy coach along with other teachers who volunteer to build the capacity of understanding among our staff members. The goal is to align CCSS and how literacy fits into their prospective subject areas. Teachers are guided to incorporate a Literacy component in their curriculum planning and unit maps. The literacy coach will provide supports to teachers throughout the year by visiting classes, observations focused on literacy component, and feedback. The ILT will also ensure that unit maps address a CCSS literacy focus. Outside PD focused on Literacy will also be communicated and attended by teachers as they arise with District support. However, PD in the school will continue to be focused on CCSS and Literacy. The goal is that teachers will share best practices and ideas that they can implement in their own classroom aligned to their particular subject areas. This will be done through intentional professional development led by teachers and teacher-selected external partners. This will occur during our available PD days, Common Planning Periods, voluntarily before and/or after school, during taught classes and informally during the teacher professional day. The PPLC and the ILT will collaborate on an Induction Program for new teachers so new hires will quickly assimilate to

There will be an increased capacity on the part of our teachers to deliver high quality literacy instruction aligned to the CCSS.

- (1) Curriculum Maps Aligned to CCSS and NGSS (In Science Only) in all subject areas
- (2) Unit Plans Aligned to CCSS and NGSS (In Science Only).
- (3) Visible evidence of best practices in Literacy and Numeracy through REACH Observations, Literacy Coach Visits, Peer Walk-throughs.
- (4) All 9th and 10th Grade Levels will be using and following the Middle Years Planner for the Middle Years Program required by International Baccalaureate Program.
- (5) All teachers will be using the IB Grading Criteria for MYP in 9th and 10th grades.
- (6) All teachers will be meeting during their Principal Directed Common Planning Periods to focus on individualized professional growth goals.
- (7) Improved results on the School Excellence Framework Survey specifically on staff professional development and alignment to school priorities.
- (8) Increased student learning and achievement on BOY, MOY and EOY exams, SAT and PARCC assessments.

- (1) Curriculum Map Alignment to CCSS and NGSS (In Science Only) in all subject areas
- (2) Unit Plan Alignment to CCSS and NGSS (In Science Only).
- (3) Visible evidence of best practices in Literacy and Numeracy
- (4) All 9th and 10th Grade Levels will be using the Middle Years Planner for the Middle Years Program required by International Baccalaureate Program.
- (5) All teachers will be using the IB Grading Criteria for MYP in 9th and 10th grades.
- (6) All teachers meeting during their Principal Directed Common Planning Periods to focus on individualized professional growth goals.
- (7) Support for teachers who need additional literacy best practice support.
- (8) All of this is for the ultimate goal of Improving Instructional Alignment to CCSS and IB requirements, Improving Instructional Quality and thus leading to increased student learning and achievement.

familiarity to Kennedy's Priorities and best instructional practices. New teachers will be paired with Mentor teachers to received additional supports. There can be no expectation for instructional excellence, improvement and use of best practices without an accountability structure. Therefore, Kennedy HS Administration will continue to be diligent in their fidelity of the REACH Framework for Teaching Teacher Evaluation process.

Tags:

Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment

Area(s) of focus:

1, 2, 3, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Plan a Professional Development Calendar with goals aligned to our Strategy 1 Goal and with input from the staff (Survey).	Assistant Principals and Classroom Teaches	Jun 22, 2016 to Aug 31, 2016	We have done this last year and would like to continue this best practice. The evidence of status will be the documents and professional development plan teachers and AP's will develop.	Not started

Professional development, Professional learning plan

Allow time for teachers to develop a PD to share with other teachers that adhere to CCSS Literacy and provides opportunity for teachers to discuss and revise curriculum unit maps that align to CCSS.	Classroom Teachers and Administration	Jun 22, 2016 to Aug 26, 2016	PD Plan for entire school year aligned to school priorities.	Not started
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Professional development, Literacy, Common core state standards

9-12 Regular Education Core curriculum fully aligned vertically, horizontally, and diagonally across all levels of instruction with modifications provided by SpEd teachers according to IEPs.	Reg.Ed and Sp. Ed. Teachers	Aug 29, 2016 to Jun 16, 2017	Teachers meet in TCTs when they have common planning time to revise, edit, and discuss curriculum alignment as a grade level team with input from Sp. Ed. teachers.	Not started
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Diverse learner teachers, Common planning time, Curriculum mapping, Curriculum planning

Regular Education Curriculum modified for Bilingual Education Instruction & differentiated for Bilingual levels	Bilingual Teachers and Bilingual Coordinator	Aug 29, 2016 to Jun 16, 2017	Curriculum for EL students	Not started
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Bilingual, EI learners, Curriculum mapping, Modifications

Development of school-wide writing philosophy via MEL-Con across ALL curriculum with MEL-Con organization becoming more rigorous and sophisticated across grade levels and levels of instruction.	All teachers	Jun 22, 2016 to Jun 16, 2017	Observed use of MEL-Con, Evidence of Student Work, and visible in Curriculum Maps and Unit Plans.	Not started
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Literacy, Writing, Writing assessment, Writing curriculum, Curriculum mapping, Curriculum planning, Curriculum review

Development of school-wide assessment protocols using CCSS performance tasks, benchmarks, and common rubrics.	All teachers, ILT and Administration	Jun 22, 2016 to Jun 16, 2017	When assessments are submitted and evaluated using common rubric to check for CCSS and IB grading criteria alignment	Not started
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Assessment, Ib, Balanced grading and assessment, Ib criteria, Alignment, Common assessment

Provide time for Literacy Coach to meet with teachers on a consistent basis in order to support and offer feedback where they need the most support in CCSS Literacy development.	Literacy Coach and Administration	Jun 22, 2016 to Jun 16, 2017	Evidence of Coaching through meeting minutes, coaching visits, etc.	Not started
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Literacy, Coaching support

Improve after-school Academic Centers (Tutoring) making them accessible for students and more effective at meeting specific student needs in Literacy.	Tutors	Sep 16, 2016 to Jun 16, 2017	Tutoring Sign-ins and Evidence of Student work.	Not started
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Tutoring, Student support

Monitor curriculum unit maps to ensure they align to CCSS and IB principles with a literacy focus.	ILT, PPLC, Department Chairs, and Administration	Jun 22, 2016 to Jun 16, 2017	Rubric driven grading of Curricular Unit Maps	Not started
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Ib, Literacy, Curriculum maps, Common core alignment

Develop a standards-based grading system that align to IB criterion and/or CCSS. Develop time and provide supports to analyze grading practices. Improve school-wide grading system by using standards-based grading.	All Teachers	Jun 22, 2016 to Jun 16, 2017	Checking GradeBook for CCSS and IB Criterion Alignment. Checking student work for CCSS and IB Criterion Alignment.	Not started
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Gradebook, Ib criteria, Grading policy, Standards based grading, Ib standards and practices

Use Verify Student Logger as a tool to address Tier 1 students' academic interventions.	All Teachers and Administration	Sep 5, 2016 to Jun 16, 2017	Pull reports from Verify Student Logger to determine use and compare to failure rates in Teacher Gradebooks	Not started
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Interventions, Academic supports, Collective responsibility

Strategy 2

If we do...

...then we see...

...which leads to...

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	Improved de-escalation techniques on the part of teacher when dealing with in-class behaviors leading to more time spent in classrooms for students. Students themselves realizing that Positive behaviors lead to a better learning environment	(1) Improved de-escalation techniques on the part of teacher when dealing with in-class behaviors. (2) Students themselves realizing that Positive behaviors lead to a better learning environment for all.
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systems and structures that allow us to hold each other accountable for the fidelity of implementation of ideas and tracking/monitoring of results.

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. Behavioral Matrixes are posted in every class. Second, we have established procedures to teach expected behaviors within the classroom. We have developed ways to encourage positive behaviors and discourage misbehavior by giving students Crusader Coupons for positive behavior. Those coupons are then used for weekly raffles to reward students for desired behaviors. We use Verify to collect, monitor, and analyze student behavior. Also, outside resources such as Metropolitan Family Services (community and cultural connections), and Options for Youth (pregnant teens) have been integral in addressing various aspects of our student population that need the most support. Lastly, we have teams in place that meet to work to solve problems collectively using progress monitoring reports on Google Drive.

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. We hope to diminish the frustration we have due to the difficulties of getting JFK students to act appropriately in our building. Addressing specific social and emotional needs is part of that process to target the type of support the student needs to continue their educational process. 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.

Through Crusader PRIDE, the integration of MTSS, and partnerships with outside resources we hope to help all students achieve a level of college and career readiness.

for all.

Decreased student discipline referrals.
Students feeling like they are respected, safe and can trust the teachers and staff who are charged with teaching and protecting them.
Improved scores on the Chicago Consortium of School Research 5-Essentials My School, My Voice survey.
Improved attendance rates as less students will be suspended and more students will be in attendance in classes.

(3) Decreased student discipline referrals.
(4) Students feeling like they are respected, safe and can trust the teachers and staff who are charged with teaching and protecting them.
(5) Improved scores on the Chicago Consortium of School Research 5-Essentials My School, My Voice survey, especially School Safety and Student-Teacher Trust.
(6) Improved attendance rates as less students will be suspended and more students will be in attendance in classes.

Tags:
Behavior and Safety, Climate and Culture, Pbis, Best practice, Behavior supports, Classroom management, Classroom environment, Core values

Area(s) of focus:
1, 2, 4, 3

Action step 2

Responsible 2

Timeframe 2

Evidence for status 2

Status

Continue the work of the Crusader PRIDE Universal Team toward social construction of climate change and empowerment, for Kennedy students from diverse groups with various experiences. They will be empowered to become Student Crusader Leaders, instilling the principles of PRIDE throughout the school and community.	Crusader PRIDE Universal Team and All Faculty and Staff members.	Jun 22, 2016 to Jun 16, 2017	Active Student Government will be working collaboratively with Crusader Pride Team and administration to change, modify and implement school policies regarding Dress Standard, Loss of Privilege and Cellular Phone use policies.	Not started
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Pbis, Student engagement, Behavior supports

Crusader PRIDE student incentives: Weekly raffle items AND other incentives for students who meet KPI benchmarks and improve school culture. On-going. Incentives will be based on the budget allocated to PBIS. Other incentives will be on-going throughout school year.	Crusader PRIDE Universal Team and All Faculty and Staff members.	Sep 5, 2016 to Jun 16, 2017	Times Raffles Occur and an increase the positive behaviors around the school building.	Not started
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Pbis, Incentives

Crusader PRIDE monthly meetings and data analysis. Universal team meets at least twice a month and sub-committees meet as necessary.	Crusader PRIDE Universal Team	Sep 19, 2016 to Jun 16, 2017	Agendas and Minutes from meetings.	Not started
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Pbis, Benchmark progress monitoring

PBIS Conference/Seminar Fees - We will not know how many universal team members will be going until we have a budget.	Crusader PRIDE Universal Team	Sep 5, 2016 to Jun 16, 2017	Attendance at Conference.	Not started
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Pbis

Continue to train staff on de-escalating conflict, conflict resolution, Restorative Justice Practices, Peace Circles, etc. Progress monitoring to assess response to restorative practice. Before the student goes on possible detention or suspension there is a restorative practice completed. Our goal is to be proactive instead of reactive.	Crusader PRIDE Universal Team and All Faculty and Staff members.	Aug 29, 2016 to Jun 16, 2017	Agenda of PD and Documents produced from PD.	Not started
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Pbis, Restorative justice, Peace circles

Monitor student misconduct and referrals.	Discipline Department and Administration	Sep 5, 2016 to Jun 16, 2017	Results in Dashboard - namely decreases in Student Referrals and Out-of-School Suspensions	Not started
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Restorative approaches, Pbis, Discipline, Consequences

Expanding the incentive program by allowing students to use the VIP Room during their lunch periods and/or after-school.

Crusader Pride
Universal Team and
Staff

Sep 5, 2016 to
Jun 16, 2017

Record of use for the VIP Room

Not started

Pbis, Incentives

Strategy 3

If we do...

a professional development plan around restoring teacher-teacher trust, it will be one of the most important strategies we can undertake to take staff morale and student learning to the next level. Based on the most recent survey results on the University of Chicago Consortium of School Research 5 Essentials Survey for 2016, Teacher-Teacher Trust scored a 19 for the lowest possible score deemed "Very Weak", which is down from 22 in 2015 deemed "Weak." We either need to hire an outside consulting company to lead the work of restoring trust among teachers at Kennedy HS or we need to develop a steering committee representative of the entire school community to restore trust. If we go the consulting route this will be predicated on the SY2017 Budget, what deliverable materials and results the consultant can provide and the willingness of the staff to truly partake in the process. The representative steering committee will more likely be more cost effective but will take longer as this is uncharted territory for Kennedy HS. A calendar of Professional Development must be established. Surveys specifically geared toward determining effectiveness of professional development distributed, tabulated and shared with all Faculty and Staff Members. Maintaining trusting, positive and collaborative relationships geared to meeting the needs of all of our students.

...then we see...

Facets of Relational Trust:
1. Benevolence: defined by Goodwill, wanting others to succeed, caring!
• Publicly appreciating the work of faculty and staff!
• Protecting confidentiality!
• Making fair decisions in disputes!
2. Honesty: defined by Integrity, truthfulness!
• Keeping promises and honoring agreements!
• Admitting mistakes and issues!
• Accepting responsibility for problems!
3. Openness: defined by Willingness to listen and consider others' opinions, feelings and ideas!
• Having an "open door" policy!
• Sharing important information!
• Sharing decision-making and power!
4. Reliability: defined by Dependability, consistency, commitment!
• Fulfilling responsibilities!
• Having a "whatever it takes" approach to problem-solving!
• Coming through in times of crisis!
5. Competence: defined by Being good at one's job!
• Solving problems creatively!
• Setting standards and supporting teachers in meeting them!
• Protecting teachers from interruptions and interference!

...which leads to...

Facets of Relational Trust:
1. Benevolence: defined by Goodwill, wanting others to succeed, caring!
• Publicly appreciating the work of faculty and staff!
• Protecting confidentiality!
• Making fair decisions in disputes!
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• Fulfilling responsibilities!
• Having a "whatever it takes" approach to problem-solving!
• Coming through in times of crisis!
5. Competence: defined by Being good at one's job!
• Solving problems creatively!
• Setting standards and supporting teachers in meeting them!
• Protecting teachers from interruptions and interference!

Ultimate Goal is to improve Teacher-Teacher Trust at Kennedy HS. This will lead to improved morale among Faculty and Staff. This will also move Kennedy HS to an accountable culture of continuous improvement and growth on behalf of students toward providing them with everything they need to reach their highest potential.

What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy. (Dewey, 1899, p. 15)

Tags:

Professional Learning, Trust, Professional development, Relationships, Accountability, Collaboration, Collective responsibility, Relational trust, Professional environment

Area(s) of focus:

2, 3, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Invite volunteers from the entire staff to join the Trust Steering Committee to develop a plan of action.	Principal and All Faculty and Staff Members	Jun 20, 2016 to Jun 16, 2017	Establishment of the Trust Steering Committee. Agendas and Minutes from the Meetings.	Not started
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Shared leadership, Volunteer, Committee, Relational trust

Trust Steering Committee conducts research to determine the best course of action for Kennedy HS - Restoring Trust Professional Development Plan.	Trust Steering Committee	Jun 22, 2016 to Jun 16, 2017	Agendas and Minutes from meetings. Referenced research and Professional Learning Articles.	Not started
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Professional Learning, Shared leadership, Professional learning plan

Trust Steering Committee - Develops Full Year Professional Development Plan focused on transparency and use of trust restorative best practices.	Trust Steering Committee	Jun 22, 2016 to Jun 16, 2017	Tangible PD Plan for Restoring Trust at John F. Kennedy HS.	Not started
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Professional Learning, Professional development, Shared leadership

Delivery of Restoring Relational Trust PD during the Principal Directed Staff Development Days and throughout the School Year.	Trust Steering Committee or Consultant	Aug 29, 2016 to Jun 16, 2017	Agendas, Sign-ins, Materials Distributed during PD such as Professional Reading, Surveys and Teacher Work Products	Not started
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Professional Learning, Teacher Teams/Collaboration, Professional development, Relational trust, Professional environment

Monitoring of Relational Trust building at Kennedy HS through School Excellence Framework Survey and CCSR 5 Essentials Survey	Administration and Trust Steering Committee	Aug 29, 2016 to Jun 16, 2017	Survey Results	Not started
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Survey, Teacher feedback

Strategy 4

If we do...

...then we see...

...which leads to...

<p>Seven Reasons for Standards-Based Grading which include:</p> <p>Reason 1: Grades Should Have Meaning</p> <p>Reason 2: We Need to Challenge the Status Quo</p> <p>Reason 3: We Can Control Grading Practices</p> <p>Reason 4: Standards-Based Grading Reduces Meaningless Paperwork</p> <p>Reason 5: It Helps Teachers Adjust Instruction</p> <p>Reason 6: It Teaches What Quality Looks Like</p> <p>Reason 7: It's a Launchpad to Other Reforms</p> <p>Support teachers through professional development plans, aligning resources, and mentoring standard-based grading. Also there must be monitoring at the Teacher-Level Common Planning Period Teacher Course</p>	<p>(1) Collaboration and alignment of assignments and grading practices to Curriculum Maps and Unit Plans, as well as International Baccalaureate required Grading Criterion.</p> <p>(2) Increased rigor and program coherence at every grade level for the benefit of students.</p> <p>(3) Students raised awareness of what grades mean in terms of being able to master a standard and/or skill, along with the reduction of meaningless work.</p> <p>(4) This will provide teachers with real time data to determine how students are performing toward mastery of intended and taught standards and/or skills.</p> <p>(5) Allow teachers to make adjustments to their instruction to target standards and provide students with opportunities to be exposed to</p>	<p>(1) Alignment of assignments, assessments and grading practices to Curricular Maps and Unit Plans, along with the IB Grade Criterion.</p> <p>(2) Increased academic rigor to improve our college enrollment and persistence rates.</p> <p>(3) Data which allows teacher to determine which standards were taught, which need to be targeted and how students are progressing toward mastery of standards.</p> <p>(4) Improve student learning and preparation for College and Career Readiness.</p> <p>(5) Increased student achievement on the PARCC Test, AP Exams, and SAT.</p>
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Teams and at the Administrative Level with the Principal and Assistant Principals monitoring teacher online grade-books.

and taught all CCSS/CRS.

Tags:

Professional development, Shared leadership, Grading policy, Standards based grading, Aligned assessments

Area(s) of focus:

1, 3, 4, 5

Action step	Responsible	Timeframe	Evidence for status	Status
Embedding Standards-based Grading into our Professional Development Plan and Calendar.	Administration, ILT, PPLC and All Teachers	Jun 22, 2016 to Aug 26, 2016	Tangible PD Plan and Calendar for the 2016-2017 School Year.	Not started

Professional Learning, Professional development, Standards based grading

Delivery of PD at the start of the school year on Principal Directed PD Days.	Administration and Teachers	Aug 29, 2016 to Sep 2, 2016	Agendas, Sign-ins, PD Materials and Feedback Surveys from Teachers.	Not started
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Professional development, Standards based grading, Surveys

Monitoring of Standards-based Grading in Teacher Course Team Common Planning Principal Directed meetings.	Administration and TCT Leads	Sep 5, 2016 to Jun 16, 2017	Agendas, Sign-ins, Examples of Student Work and minutes from meetings.	Not started
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Accountability, Collective responsibility, Common planning time, Aligned assessments

Monitoring Teacher Gradebooks	Administration	Sep 5, 2016 to Jun 16, 2017	Spreadsheet Checklist of Monitoring for Standards-based Grading practices.	Not started
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Accountability, Standards based grading, Gradebook monitoring

Strategy 5

If we do...

In order for the various MTSS Teams to keep track of data and monitor student learning, it is imperative that we have an MTSS Lead Teacher. His/ her duties will include but not be limited to conducting the problem-solving process, overseeing curriculum and instruction interventions, and ongoing progress-monitoring of data. He/She will meet with intervention specialists, resource service providers, and other stakeholders to focus on the Tier 2 and 3 students. Currently, there is an MTSS Task Force in existence, but she will be leading the work of MTSS and build better communication with all stakeholders in and out of our school setting. Using the MTSS Intervention Tool to assist in collecting data and ensure progress monitoring effectiveness, he/she will be better at determining whether appropriate interventions have been efficient and carried out with fidelity.

...then we see...

Students meeting proficiency levels in classroom and standardized tests. Students who have had their social and emotional needs being met. Teachers who have better support for those students who struggle both academically and behaviorally in classes.

...which leads to...

Higher on-track rates, overall student growth in Literacy and Math, higher proficiency levels in standardized testing, and reduce future drop-out rates. Better teacher to student trust and teacher to teacher trust on the 5 Essentials.

Tags:
MTSS, Tier 2 & 3, Interventions and supports

Area(s) of focus:
4

Action step	Responsible	Timeframe	Evidence for status	Status
Free up a teacher for a half day who has a counseling background and experience.	Principal	select	MTSS Lead Teacher chosen	Not started

Shared leadership

MTSS Lead will be trained and must attend ongoing PDs in the area of MTSS.	District-wide PDs Administration	Sep 6, 2016 to Jun 30, 2017	Learning Hub	Not started
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Teacher pd

Meet with TCTs on designated days and then meet with various MTSS Teams to develop a clear and concise plan of action to address needs of our Tier 2 and 3 students.	MTSS Lead Teacher	Sep 6, 2016 to Jun 30, 2017	Agendas Sign-in Sheets Progress-Monitoring Data	Not started
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MTSS, Interventions and supports

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Plan a Professional Development Calendar with goals aligned to our Strategy 1 Goal and with input from the staff (Survey).</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Professional development, Professional learning plan</p>	Assistant Principals and Classroom Teaches	Jun 22, 2016	Aug 31, 2016	Not started
<p>✦ Allow time for teachers to develop a PD to share with other teachers that adhere to CCSS Literacy and provides opportunity for teachers to discuss and revise curriculum unit maps that align to CCSS.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Professional development, Literacy, Common core state standards</p>	Classroom Teachers and Administration	Jun 22, 2016	Aug 26, 2016	Not started
<p>✦ 9-12 Regular Education Core curriculum fully aligned vertically, horizontally, and diagonally across all levels of instruction with modifications provided by SpEd teachers according to IEPs.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Diverse learner teachers, Common planning time, Curriculum mapping, Curriculum planning</p>	Reg.Ed and Sp. Ed. Teachers	Aug 29, 2016	Jun 16, 2017	Not started
<p>✦ Regular Education Curriculum modified for Bilingual Education Instruction & differentiated for Bilingual levels</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Bilingual, El learners, Curriculum mapping, Modifications</p>	Bilingual Teachers and Bilingual Coordinator	Aug 29, 2016	Jun 16, 2017	Not started
<p>✦ Development of school-wide writing philosophy via MEL-Con across ALL curriculum with MEL-Con organization becoming more rigorous and sophisticated across grade levels and levels of instruction.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Literacy, Writing, Writing assessment, Writing curriculum, Curriculum mapping, Curriculum planning, Curriculum review</p>	All teachers	Jun 22, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Development of school-wide assessment protocols using CCSS performance tasks, benchmarks, and common rubrics.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Assessment, Ib, Balanced grading and assessment, Ib criteria, Alignment, Common assessment</p>	All teachers, ILT and Administration	Jun 22, 2016	Jun 16, 2017	Not started
<p>✦ Provide time for Literacy Coach to meet with teachers on a consistent basis in order to support and offer feedback where they need the most support in CCSS Literacy development.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Literacy, Coaching support</p>	Literacy Coach and Administration	Jun 22, 2016	Jun 16, 2017	Not started
<p>✦ Improve after-school Academic Centers (Tutoring) making them accessible for students and more effective at meeting specific student needs in Literacy.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Tutoring, Student support</p>	Tutors	Sep 16, 2016	Jun 16, 2017	Not started
<p>✦ Monitor curriculum unit maps to ensure they align to CCSS and IB principles with a literacy focus.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Ib, Literacy, Curriculum maps, Common core alignment</p>	ILT, PPLC, Department Chairs, and Administration	Jun 22, 2016	Jun 16, 2017	Not started
<p>✦ Develop a standards-based grading system that align to IB criterion and/or CCSS. Develop time and provide supports to analyze grading practices. Improve school-wide grading system by using standards-based grading.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Gradebook, Ib criteria, Grading policy, Standards based grading, Ib standards and practices</p>	All Teachers	Jun 22, 2016	Jun 16, 2017	Not started
<p>✦ Use Verify Student Logger as a tool to address Tier 1 students' academic interventions.</p> <p>Tags: Instructional Coaching, Instructional practices, Instructional materials, Common core state standards, Instruction priorities, Instruction planning, Instructional leadership team, Mentoring, Instructional support, Common core alignment, Interventions, Academic supports, Collective responsibility</p>	All Teachers and Administration	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Continue the work of the Crusader PRIDE Universal Team toward social construction of climate change and empowerment, for Kennedy students from diverse groups with various experiences. They will be empowered to become Student Crusader Leaders, instilling the principles of PRIDE throughout the school and community.</p> <p>Tags: Behavior and Safety, Climate and Culture, Pbis, Best practice, Behavior supports, Classroom management, Classroom environment, Core values, Pbis, Student engagement, Behavior supports</p>	Crusader PRIDE Universal Team and All Faculty and Staff members.	Jun 22, 2016	Jun 16, 2017	Not started
<p>✦ Crusader PRIDE student incentives: Weekly raffle items AND other incentives for students who meet KPI benchmarks and improve school culture. On-going. Incentives will be based on the budget allocated to PBIS. Other incentives will be on-going throughout school year.</p> <p>Tags: Behavior and Safety, Climate and Culture, Pbis, Best practice, Behavior supports, Classroom management, Classroom environment, Core values, Pbis, Incentives</p>	Crusader PRIDE Universal Team and All Faculty and Staff members.	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Crusader PRIDE monthly meetings and data analysis. Universal team meets at least twice a month and sub-committees meet as necessary.</p> <p>Tags: Behavior and Safety, Climate and Culture, Pbis, Best practice, Behavior supports, Classroom management, Classroom environment, Core values, Pbis, Benchmark progress monitoring</p>	Crusader PRIDE Universal Team	Sep 19, 2016	Jun 16, 2017	Not started
<p>✦ PBIS Conference/Seminar Fees - We will not know how many universal team members will be going until we have a budget.</p> <p>Tags: Behavior and Safety, Climate and Culture, Pbis, Best practice, Behavior supports, Classroom management, Classroom environment, Core values, Pbis</p>	Crusader PRIDE Universal Team	Sep 5, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Continue to train staff on de-escalating conflict, conflict resolution, Restorative Justice Practices, Peace Circles, etc. Progress monitoring to assess response to restorative practice. Before the student goes on possible detention or suspension there is a restorative practice completed. Our goal is to be pro-active instead of reactive.</p> <p>Tags: Behavior and Safety, Climate and Culture, Pbis, Best practice, Behavior supports, Classroom management, Classroom environment, Core values, Pbis, Restorative justice, Peace circles</p>	Crusader PRIDE Universal Team and All Faculty and Staff members.	Aug 29, 2016	Jun 16, 2017	Not started
<p>✦ Monitor student misconduct and referrals.</p> <p>Tags: Behavior and Safety, Climate and Culture, Pbis, Best practice, Behavior supports, Classroom management, Classroom environment, Core values, Restorative approaches, Pbis, Discipline, Consequences</p>	Discipline Department and Administration	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Expanding the incentive program by allowing students to use the VIP Room during their lunch periods and/or after-school.</p> <p>Tags: Behavior and Safety, Climate and Culture, Pbis, Best practice, Behavior supports, Classroom management, Classroom environment, Core values, Pbis, Incentives</p>	Crusader Pride Universal Team and Staff	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Invite volunteers from the entire staff to join the Trust Steering Committee to develop a plan of action.</p> <p>Tags: Professional Learning, Trust, Professional development, Relationships, Accountability, Collaboration, Collective responsibility, Relational trust, Professional environment, Shared leadership, Volunteer, Committee, Relational trust</p>	Principal and All Faculty and Staff Members	Jun 20, 2016	Jun 16, 2017	Not started
<p>✦ Trust Steering Committee conducts research to determine the best course of action for Kennedy HS - Restoring Trust Professional Development Plan.</p> <p>Tags: Professional Learning, Trust, Professional development, Relationships, Accountability, Collaboration, Collective responsibility, Relational trust, Professional environment, Professional Learning, Shared leadership, Professional learning plan</p>	Trust Steering Committee	Jun 22, 2016	Jun 16, 2017	Not started
<p>✦ Trust Steering Committee - Develops Full Year Professional Development Plan focused on transparency and use of trust restorative best practices.</p> <p>Tags: Professional Learning, Trust, Professional development, Relationships, Accountability, Collaboration, Collective responsibility, Relational trust, Professional environment, Professional Learning, Professional development, Shared leadership</p>	Trust Steering Committee	Jun 22, 2016	Jun 16, 2017	Not started
<p>✦ Delivery of Restoring Relational Trust PD during the Principal Directed Staff Development Days and throughout the School Year.</p> <p>Tags: Professional Learning, Trust, Professional development, Relationships, Accountability, Collaboration, Collective responsibility, Relational trust, Professional environment, Professional Learning, Teacher Teams/Collaboration, Professional development, Relational trust, Professional environment</p>	Trust Steering Committee or Consultant	Aug 29, 2016	Jun 16, 2017	Not started
<p>✦ Monitoring of Relational Trust building at Kennedy HS through School Excellence Framework Survey and CCSR 5 Essentials Survey</p> <p>Tags: Professional Learning, Trust, Professional development, Relationships, Accountability, Collaboration, Collective responsibility, Relational trust, Professional environment, Survey, Teacher feedback</p>	Administration and Trust Steering Committee	Aug 29, 2016	Jun 16, 2017	Not started
<p>✦ Embedding Standards-based Grading into our Professional Development Plan and Calendar.</p> <p>Tags: Professional development, Shared leadership, Grading policy, Standards based grading, Aligned assessments, Professional Learning, Professional development, Standards based grading</p>	Administration, ILT, PPLC and All Teachers	Jun 22, 2016	Aug 26, 2016	Not started
<p>✦ Delivery of PD at the start of the school year on Principal Directed PD Days.</p> <p>Tags: Professional development, Shared leadership, Grading policy, Standards based grading, Aligned assessments, Professional development, Standards based grading, Surveys</p>	Administration and Teachers	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Monitoring of Standards-based Grading in Teacher Course Team Common Planning Principal Directed meetings.</p> <p>Tags: Professional development, Shared leadership, Grading policy, Standards based grading, Aligned assessments, Accountability, Collective responsibility, Common planning time, Aligned assessments</p>	Administration and TCT Leads	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Monitoring Teacher Gradebooks</p> <p>Tags: Professional development, Shared leadership, Grading policy, Standards based grading, Aligned assessments, Accountability, Standards based grading, Gradebook monitoring</p>	Administration	Sep 5, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Free up a teacher for a half day who has a counseling background and experience. Tags: MTSS, Tier 2 & 3, Interventions and supports, Shared leadership</p>	Principal			Not started
<p>✦ MTSS Lead will be trained and must attend ongoing PDs in the area of MTSS. Tags: MTSS, Tier 2 & 3, Interventions and supports, Teacher pd</p>	District-wide PDs Administration	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Meet with TCTs on designated days and then meet with various MTSS Teams to develop a clear and concise plan of action to address needs of our Tier 2 and 3 students. Tags: MTSS, Tier 2 & 3, Interventions and supports, MTSS, Interventions and supports</p>	MTSS Lead Teacher	Sep 6, 2016	Jun 30, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

John F. Kennedy High School will accomplish this by working collaboratively with the PAC Chairperson and all members of the Parent Advisory Committee. The Administration will regularly attend PAC meetings and solicit input for the development of a parental involvement plan and policy. Kennedy H.S. will continue to support the PAC through ongoing workshops on stages of development and for parents on collaborating with schools. The LSC will be informed of Kennedy's parent involvement activities and approve the parent involvement plan and policy.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

John F. Kennedy High School hosts an OPEN HOUSE around the third week of school on Wednesday, September 21, 2016. Information regarding the OPEN HOUSE will be distributed during the August student registration. Kennedy's Title I Parent Involvement Information Meeting will be held on September 26, 2016 in the school library. Invitations will be mailed out 7 days prior to the meeting in accordance with the rules of Title I. The Organizational Meeting will be held immediately after on September 26, 2016. A meeting will be held in the library to communicate clearly Kennedy's participation in NCLB Title I programs. Application process will take place immediately after the meeting in the auditorium. Kennedy will continue to provide opportunities for parents obtain additional information at Report Card Pickups and through mailings for student progress reporting. Report Card Pickups will be on Thursday, November 10, 2016 and April 20, 2017.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

John F. Kennedy High School hosts an OPEN HOUSE around the third week of school. Information regarding the OPEN HOUSE will be distributed during the August student registration. A meeting will be held in the auditorium to communicate clearly Kennedy's participation in NCLB Title I programs. Application process will take place immediately after the meeting in the auditorium. Kennedy will continue to provide opportunities for parents gain information additional information at Report Card Pickups and through mailings for student progress reporting. Information regarding proficiency levels will be communicated both verbally at meetings and in written form through mailings.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Once the results of State Assessments arrive, John F. Kennedy High School will mail the information to parents in a timely fashion. Parents also can access their student's performance in GradeBook. Kennedy teachers are required to update grades bi-weekly so that parents have current student performance reported.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Once the results of State Assessments arrive, John F. Kennedy High School will mail the information to parents in a timely fashion. Parents also can access their student's performance in GradeBook. Kennedy teachers are required to update grades bi-weekly so that parents have current student performance reported.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Once the not "highly qualified" letters arrive at John F. Kennedy High School, those letters will be mailed in a timely manner. Upon receiving the letter, parents have the right to inquire about the reported teacher and address any concerns to the principal.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

John F. Kennedy High School hosts open house during the third week of school. Information regarding open house will be distributed during the August student registration and mailed to homes. Information will be distributed during student registration to communicate clearly the state's academic content and achievement standards. During registration, Kennedy will provide breakout sessions for interested parents on how to monitor their child's progress and how to work with educators. Kennedy will provide Title 1 parents with follow-up sessions during Report Card pick-up dates and meetings held by the PAC.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The Parent Advisory Committee will provide regularly scheduled parent training which will include information, resources, materials and training (including literacy training and technology) to assist parents in working with their children to improve their academic achievement. The PAC will attend Kennedy's open house and report card pick-up to distribute information and ask parents to get involved in the PAC. PAC registration forms will be available for distribution and a schedule of meetings and training sessions will be provided.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

John F. Kennedy High School has staff and professional development days built into its yearly calendar. During these professional development opportunities, Kennedy's administration will provide research-based evidence of the value and utility of contributions parents make in the educational process. The Department Chairs, Attendance Coordinator, PAC and LSC will collaboratively devise a plan to implement and coordinate parent programs and build ties with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Parent visits to Kennedy is an opportunity to communicate parent programs and activities that are offered to increase their awareness of student performance and support. At the beginning of the school year we will communicate and register eligible students for Supplemental Educational Services (SES). Between the time of open house and the first report card pick-up session, Kennedy will continue to communicate to parents about the various academic, social and extra-curricula programs available to their children after school.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

John F. Kennedy High School is committed to communicating effectively to parents, as well as making sure they understand expectations of students. Therefore, Kennedy develops letters in a uniform format that can be created in the native/home language of our families. Kennedy has interpreter posters in highly visible locations throughout the school and staff members who make themselves available to translate if necessary. Communication will take place in spoken and written forms for the maximum understanding of the languages represented in the Kennedy High School community.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

NA

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

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.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Kennedy High School will hold 2 parent-teacher conferences AKA Report Card Pick-up Days. One will be held on Thursday, November 10, 2016 and the other will be held on Thursday, April 20, 2017. The hours of conferences will be 12:00 pm to 6 pm.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Kennedy High School utilizes a computerized grading and attendance keeping system called Gradebook. This program has a parent portal that allows parents to access their students grades and attendance at any time. It also sends notification of student grade changes and attendance infractions. Parents are encouraged to use this feature at every event at Kennedy, through mailings, and our website. Along with this, Progress reports are mailed to parents/guardians around every 5-6 weeks. Reports cards are mailed home after every quarter (if they are not picked up during Report Card Pick-up days in November and April).

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents will always have access to staff through John F. Kennedy website at www.kennedyhschicago.org where parents can lookup and email staff members. Parents may also call staff with extended office hours by the Main Office Clerical Staff which may take messages and provide parent contact information to teachers in their mailboxes. Kennedy will host our annual Open House where annually approximately 80% of the staff attend in the first three weeks of school. Staff will be available for parents on each of the two Report Card Pick-up days on Thursday, November 10, 2016 and Thursday, April 20, 2017. Parents are also welcome and able to set appointments with teachers to meet with them during their planning periods during the day.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

All parent volunteers MUST complete a CPS required Volunteer Packet if they plan on volunteering for more than 5 hours/week. Administration will coordinate with teachers of office personnel how the parent will be utilized. Parents are always welcome to serve as chaperones on field trips and can do so without formally completing a Volunteer Packet. Parents who wish to shadow their children must coordinate that through counselors, disciplinarians, or the attendance office.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents should access the Gradebook Parental Portal daily and activate ALL grade and attendance triggers. Parents must ensure that their children arrive in an appropriate amount of time for their child(ren) to eat breakfast if they wish, go to their lockers, and arrive to their first period BEFORE the bell rings at 7:30 am to start class. Parents should be sure to set up structures in their homes that allow for quiet time to complete homework and study. Parents should make sure their child(ren) has access to a computer and printer either at home, with a relative/friend/neighbor, or at the public library. Parents should also read the Student Code of Conduct and Kennedy High School policies to teach and expect that their child(ren) adhere to all CPS and school rules with PRIDE (Positive, Respectful, Integrity, Determined, Excellence)

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents should attend every LSC meeting held regularly on the first Monday of every month beginning at 6pm in the Kennedy High School Library. Parents should visit the Kennedy website at www.kennedyhschicago.org for information and links to surveys. Parents may also participate in the Monthly Parent Advisory Committee meetings held on the third Monday of every month. At these meetings parents vote on the use of all NCLB Title I funds and receive information from the Principal on how the school is doing and how their children are being educated. Parents may also participate in the CIWP writing and development process.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students MUST arrive on-time EVERY day full of Crusader PRIDE. They need to have a Positive attitude, be Respectful, have Integrity, be Determined, and strive for Excellence. Students MUST assume personal responsibility for their own education. This includes, but is not limited to, monitoring their own progress with the student Grade Portal, completing every assignment from their teachers and turning them in on time, take EVERY assessment seriously and try to answer EVERY question to the best of their abilities. Kennedy High School uses assessment data as its PRIMARY indicator of learning and skill acquisition. Teaching plans are driven by assessment data results. Students MUST show up every day and be on time for every class. Students MUST behave appropriately in order to eliminate distractions throughout the learning environment."

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Annual Informational and Organizational Meeting will take place on October 5, 2016. It will be publicized at our Annual School Open House on Wednesday, September 21, 2016. The PAC will establish the annual meeting calendar and establish the training that parents will receive based on interest inventory of parents at the Organizational Meeting.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 1500	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1500	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1500	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount	.00

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	500	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	1000	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	1000	.00
53510	Postage Must be used for parent involvement programs only.	\$	1000	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00