John F Kennedy High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/28/2018	CIWP Team Members	Network 10 CIWP Kickoff Meeting
03/05/2018	LSC Monthly Meeting	CIWP Update
03/02/2018	Administrative Team Meeting	Planning for CIWP
03/19/2018	Administrative Team Meeting	Planning for CIWP
03/08/2018	SEF Survey Distributed Via CPS Email	Faculty and Staff Input on SEF Survey
03/07/2018	Instructional Leadership Team Meeting	CIWP Update
04/03/2018	P.E. Department CIWP Meeting	Input from P.E. Department on CIWP
04/05/2018	Social Studies Department CIWP Meeting	Input from Soc. Stds. Dept. on CIWP
04/05/2018	Science Department CIWP Meeting	Input from the Science Dept. on CIWP
04/05/2018	Counseling Dept. CIWP Meeting	Input from Counseling Dept. on CIWP
04/05/2018	Diverse Learner Dept. CIWP Meeting	Input from Diverse Learner Dept. on CIWP
04/05/2018	Math Department CIWP Meeting	Input from Math Dept. on CIWP

04/09/2018	Parent Advisory Council CIWP Update	Update the PAC on CIWP & 5 Essentials
04/24/2018	CIWP Team Meeting at 6:45 a.m.	Review of 5 Essentials, SEF Survey, and Priorities
04/26/2018	CIWP Team Meeting at 6:45 a.m.	Alignment of Priorities to 5 Essentials and SEF Survey
04/30/2018	CIWP Team Meeting at 6:30 a.m.	Alignment of Priorities and Development of Goals and Strategies
05/01/2018	CIWP Team Meeting at 6:30 a.m.	Alignment of Priorities and Development of Goals and Strategies
05/02/2018	CIWP Team Meeting at 6:30 a.m.	Alignment of Priorities and Development of Goals and Strategies
05/03/2018	CIWP Team Meeting at 6:30 a.m.	Development of Goals and Strategies
05/04/2018	CIWP Team Meeting at 6:30 a.m.	Allocation of resources
05/07/2018	CIWP Team Meeting at 6:30 a.m.	Finalizing Strategy and Step Language

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

Based on the 55 respondents to the School Excellence Framework Survey, 14 (25.5%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 28 (50.9%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 10 (18.2%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 2 (3.6%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 1 (1.8%) rated Not able to answer: "I don't know". Also, the SY2017 5 Essentials Survey results indicate "The Principal Places The Needs Of Children Ahead Of Personal And Political Interests" with 81% of teachers/staff respondents Strongly Agreeing and Agreeing to the statement. Additionally, on the 5 Essentials survey from SY2017, 70% of respondents state, "Communicates A Clear Vision For Our School" and 69% state "Makes Clear To The Staff The Leadership's Expectations For Meeting Instructional Goals".

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.

- Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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	✓ 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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 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 the 55 respondents to the School Excellence Framework Survey, 12 (21.8%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 19 (34.5%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 8 (14.5%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 5 (9.1%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 11 (20%) rated Not able to answer: "I don't know".

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	✓ 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
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools	
✓ PLC and Mentoring Coaching Resources	

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 the 55 respondents to the School Excellence Framework Survey, 12 (21.8%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 21 (38.2%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 16 (29.1%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 4 (7.3%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 2 (3.6%) rated Not able to answer: "I don't know".

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

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 the 55 respondents to the School Excellence Framework Survey, 13 (23.6%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 20 (36.4%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 17 (20.9%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 2 (3.6%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 3 (5.5%) rated Not able to answer: "I don't know".

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
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Curriculum:

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.

Score

1   2   **3**   4

> Based on the 55 respondents to the School Excellence Framework Survey, 14 (25.5%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 33 (60%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 5 (9.1%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 2 (3.6%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 1 (1.8%) rated Not able to answer: "I don't know".

Guide for Curriculum

- ○
  - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- ○ **Integrate academic and social emotional learning.**
- ○ **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- ○
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum
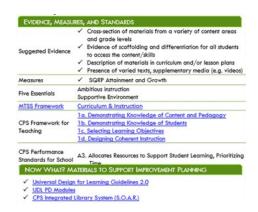
Instructional Materials:

Score

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)

1   2   **3**   4

Based on the 55 respondents to the School Excellence Framework Survey, 10 (18.2%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 36 (65.5%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 7 (12.7%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 1 (1.8%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 1 (1.8%) rated Not able to answer: "I don't know".

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

Suggested Evidence	✓ 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
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

Score

1   2   **3**   4

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)

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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). 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	
Suggested Evidence	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. 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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuiP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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)

Score

1   2   **3**   4

Based on the 55 respondents to the School Excellence Framework Survey, 12 (21.8%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 27 (49.1%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 8 (14.5%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 6 (10.9%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 2 (3.6%) rated Not able to answer: "I don't know".

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, CTE recruitment fairs, 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 CTE Pathways around career options
    - 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.
    - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

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
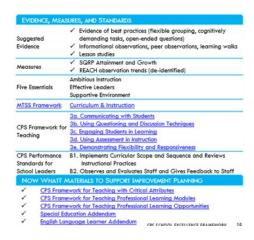
> Based on the 55 respondents to the School Excellence Framework Survey, 16 (29.1%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 26 (47.3%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 11 (20%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 1 (1.8%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 1 (1.8%) rated Not able to answer: "I don't know".

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.
  - **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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 the 55 respondents to the School Excellence Framework Survey, 12 (21.8%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 32 (58.2%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 7 (12.7%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 1 (1.8%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 3 (5.5%) rated Not able to answer: "I don't know".
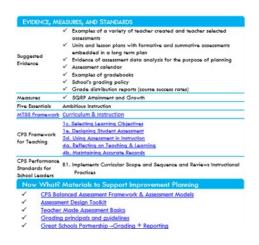
Guide for Balanced Assessment & Grading

- **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 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.
  - 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

Multi-Tiered System of Supports:

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 the 55 respondents to the School Excellence Framework Survey, 14 (25.5%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 16 (29.1%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 18 (32.7%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 3 (5.5%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 4 (7.3%) rated Not able to answer: "I don't know".
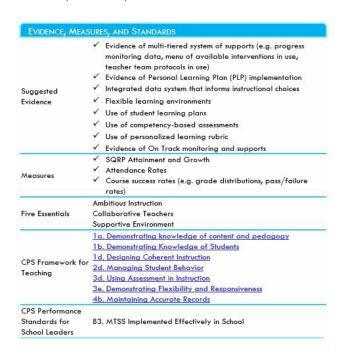
Guide for Multi-Tiered System of Supports

- **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) 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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

Culture for Learning:

Score

1 2 **3** 4

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.

Based on the 55 respondents to the School Excellence Framework Survey, 16 (29.1%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 24 (43.6%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 12 (21.8%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 2 (3.6%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 1 (1.8%) rated Not able to answer: "I don't know".

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
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

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 the 55 respondents to the School Excellence Framework Survey, 9 (16.4%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 26 (47.3%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 11 (20%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 8 (14.5%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 1 (1.8%) rated Not able to answer: "I don't know".
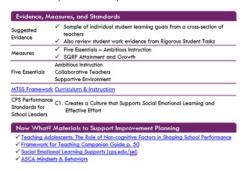
Guide for Relational Trust
- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater 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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
	✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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.

Score

1   2   **3**   4

> Based on the 55 respondents to the School Excellence Framework Survey, 18 (32.7%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 23 (41.8%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 10 (18.2%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 3 (5.5%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 1 (1.8%) rated Not able to answer: "I don't know".
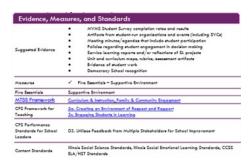
Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	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	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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 the 55 respondents to the School Excellence Framework Survey, 19 (34.5%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 25 (45.5%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 6 (10.9%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 3 (5.5%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 2 (3.6%) rated Not able to answer: "I don't know".
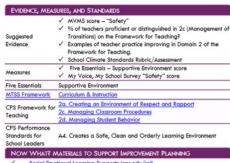
Guide for Safety & Order

- **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.
- **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.
- **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	✓ 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	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

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.

> Based on the 55 respondents to the School Excellence Framework Survey, 13 (23.6%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 24 (43.6%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 8 (14.5%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 6 (10.9%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 4 (7.3%) rated Not able to answer: "I don't know".

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in

promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Based on the 55 respondents to the School Excellence Framework Survey, 12 (21.8%) rated a 4 - Nearly ALL high impact practices are CONSISTENTLY evident for ALL students and/or staff, 21 (38.2%) rated 3 = MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff, 14 (25.5%) rated 2 = FEW of the practices are CONSISTENTLY evident and/or for FEW students and staff, 4 (7.3%) rated 1 = NONE or FEW of the practices are CONSISTENTLY evident, and 4 (7.3%) rated Not able to answer: "I don't know".

Guide for Parent and Family 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	✓ 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	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Parent Support Centers ✓ Parent University ✓ Parent Portal	

CPS SCHOOL EXCELLENCE FRAMEWORK

School Excellence Framework Priorities

Score	Framework dimension and category		Area of focus ⊘= Not of focus

2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	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: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	**1** 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 **5** ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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 and Family 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 **⊘**

Goals

Required metrics (Highschool)   17 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
In School Year 2016, Kennedy HS received 4 points on our SQRP based on the My Voice, My School 5 Essentials Survey. Due to a variety of factors, including forced furlough days during the second semester of School Year 2017, Kennedy HS's overall school rating on the 5 Essentials Survey declined to 2 points on the SQRP. At the end of the 2018 School Year, Kennedy HS had 84% of its students and 87% of its teachers completing the 5 Essentials Survey. Our goal is to use the results of the feedback provided by students and teachers to focus the development of our goals and strategies for the 2018-2020 CIWP. By the end of this CIWP 2018-2020 cycle, our school-wide goal is to regain the 4 point rating on our school's SQRP contributing to the overall school quality rating of John F. Kennedy High School toward a Level 1 - Good Standing secondary educational institution.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

PSAT 9 Annual Growth Measure

Continue our improvement in PSAT9 Growth Percentile through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	58.00	60.00	62.00	64.00

PSAT 10 Annual Growth Measure

Continue our improvement in PSAT10 Growth Percentile through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	62.00	62.00	64.00	65.00

SAT Annual Growth Measure

Continue our improvement in SAT Growth Percentile through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	56.00	56.00	58.00	60.00

3 yr Cohort(SAT) Growth Measure (this will be a new metric)

Continue our improvement in 3 yr Cohort(SAT) Growth Measure (this will be a new metric) through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	*(Blank)*	25.00	30.00	35.00

African-American School Growth Percentile SAT11

Continue our improvement in African-American School Growth Percentile SAT11 through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	*(Blank)*	35.00	40.00	45.00

Hispanic School Growth Percentile SAT11

Continue our improvement in Hispanic Growth Percentile through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	51.00	55.00	58.00	62.00

English Learner School Growth Percentile SAT11

Continue our improvement in English Learner School Growth Percentile SAT11 through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	*(Blank)*	30.00	35.00	40.00

Diverse Learner School Growth Percentile SAT11

Continue our improvement in Diverse Learner Growth Percentile through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	21.00	25.00	28.00	30.00

Percent Meeting College Readiness Benchmarks

Continue our improvement in Percentage of Students Meeting College Readiness Benchmarks through an aligned curriculum to CCSS/NGSS, use of Academic Approach formative and practice PSAT/SAT assessments, and linking to Khan Academy for additional CCSS/NGSS lessons and practice.	*(Blank)*	46.00	46.40	50.00	55.00

Early College and Career Credentials Rate

Continue our improvement in Earch College and Career Credential Rate through continued advanced college and career credentials offerings in IB Diploma, Advanced Placement, Dual Credit, and Career Program with IB.	25.00	35.00	35.10	40.00	45.00

Freshmen On-Track Rate

Continue our improvement in Freshman On-Track Rate	83.00	84.00	90.00	92.00	95.00

4-Year Cohort Graduation Rate

Continue our improvement in 4-Year Cohort Graduation Rate	69.00	79.00	80.00	83.00	86.00

1-Year Dropout Rate

Continue our improvement in 1-Year Dropout Rate	6.00	4.00	3.00	3.00	2.00

College Enrollment Rate

Continue our improvement in College Enrollment Rate (Class of 2017)	59.00	65.00	65.00	70.00	75.00

College Persistence Rate

Continue our improvement in College Persistence Rate (Class of 2016)	72.00	72.00	76.00	78.00	80.00

Average Daily Attendance Rate

Continue our improvement in Average Daily Attendance Rate	90.00	89.00	92.00	92.00	93.00

Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Early College Career Credentials					
Percent of Graduates Earning Early College and Career Credentials	30.00	35.10	35.00	40.00	44.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
(1) ILT develops Kennedy High School's streamlined curriculum vision. Produce a document outlining how the curriculum will look for all grade levels and departments. This document should clarify which curriculum standards (MYP, NGSS, CCSS, DP, or AP) should be addressed by each department at each grade level. (2) As step 1 is taking place, Department Chairs and IB Coordinators hold meetings with teachers to articulate the curriculum vision and take feedback and comments back to the ILT for revisions. (3) Provide teachers with unit planning support with Unit Feedback both from the administration and peer review;	(1) Clarity of focus and program/curricular coherence throughout our entire high school and at every grade-level; (2) Teachers will professionally learn how to develop and follow exemplary Unit Plans which are fully created by teachers within Kennedy HS (Goal is to provide all teachers with exemplary unit plans through which they take rigorous instructional task risks without being penalized); and (3) Teachers will feel supported and improve their understanding of expectations for Unit Planning and Instructional Delivery.	(1) Increased teacher curriculum vision and input into the development of curriculum units; (2) Improved professional learning with respect to Unit Plan alignment to standards and focus on student-centered learning (3) Improvement of instruction delivery and increased student assessment leading to more student learning thus improving every student's academic growth and attainment.

(4) Offer teachers the opportunity along with support to include service learning standards into selected unit plans and,
(5) Align REACH Teacher Evaluations to focus on the whole unit of curriculum, instruction delivery, and assessment.

Tags:
Professional Learning, Relational trust, Curriculum mapping, Instructional leadership, Collaborative planning, Curriculum development, Collaborative feedbak

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

Action step	Responsible	Timeframe	Status
Instructional Leadership Team defines Kennedy High School's streamlined curriculum vision. They will produce a document outlining how the curriculum will look for all grade levels and departments. This document should clarify which curriculum standards should be addressed at each grade level and department.	Administration and ILT	select	On-Track
Department Chairs hold meetings with teachers to articulate the curriculum vision and take feedback and comments back to the ILT for revisions.	Department Chairs and teacher teams	Jun 1, 2018 to Jun 21, 2018	On-Track
Full Development and Articulation of curriculum vision for John F. Kennedy H.S. Teachers will be invited to volunteer and develop an instructional leadership plan over the summer of 2018. This will include a formal detailed plan of roles and responsibilities along with the development of exemplary unit plans to be shared with teacher colleagues.	Administration and Teacher Teams	Jul 1, 2018 to Aug 24, 2018	On-Track

Professional Learning, Roles, Collectivie responsibility, Responsible citizens, Curriculum development, Curriculum & instruction

Our teachers have identified the need for unit planning support through Unit Plan feedback from both administration and peers which is non-evaluative and driven at the departmental level. This will be accomplished first by volunteer teacher teams who will provide exemplary Unit Plans which are concrete, student-centered, and aligned to agreed-upon curriculum vision.	Administration and Teacher Teams	Jul 1, 2018 to Jun 20, 2019	On-Track

Relational trust, Instructional leadership, Unit planning, Curriculum development

REACH Evaluation Focus must be on the Whole Unit, rather than just one 50 minute segment of a curriculum map and unit plan. Teachers are requesting flexibility to use REACH to support teachers taking risks while implementing student-centered instruction and rigorous student tasks.	Administration and Teacher Teams	Jul 1, 2018 to Jun 19, 2019	On-Track

Relational trust, Reach evaluation, Reach domain 1, Reach domain 3, Reach domain 4, Reach domain 2

Strategy 2

If we do...	...then we see...	...which leads to...
(1) Solicit the input and feedback from all high school community stakeholders (Including CTU Teachers and Field Representative) to determine proper protocol/suggestions for communication; (2) Improve transparency with detailed common and shared calendar; (3) Create and use positive incentives for meeting deadlines and respect teacher time,	(1) Increased Relational Trust and clarity of communication between the CTU and all teachers within Kennedy HS; (2) Clarity and improved advanced notice for what is expected of teachers, students, parents, and staff; (3) Improved Faculty and Staff Morale when teachers and staff feel appreciated through incentives and respect for their time, needs,	(1) Improvement on the 5 Essentials with respect to relational trust and increased teacher collaboration; (2) Identifying the root cause of the low relational trust and poor collaborative teachers on the 5 Essentials; (3) Improve morale overall among teachers and staff which will benefit the entire school community; and,

needs, and resources; and,
(4) Develop Collaboration versus Competition through professional development and learning. This may require an outside consultant such as the University of Chicago - Network for College Success and the Center for School Research.

and resources; and,
(4) Professional and Research-based support for teachers in evaluating the root analysis as to the challenges Kennedy HS faces with respect to relational trust.

(4) Improving the relationships among teachers and staff within our entire school community which will lead to more teacher collaboration and support for each other thus helping meet the needs of our diverse student population.

Tags:
Teacher-teacher trust & support, Collective responsibility, Relational trust, Trust building, Transparency, Shared vision

Area(s) of focus:
1, 2, 5

Action step	Responsible	Timeframe	Status
CIWP Team Members and Teacher Leaders will meet with all stakeholders to identify the best possible communication protocols.	CIWP Team Members and Teacher Leaders	Jul 2, 2018 to Aug 31, 2018	On-Track

Climate and Culture, Communication, Collaborative teachers, Relational trust, 5 essentials, Collaborative conversation, Personnel morale

Develop a common calendar which is able to be viewed by all stakeholders and to provide the most transparent means of sharing information, timelines, and upcoming events.	Administration and Designated Faculty and Staff.	May 14, 2018 to Aug 30, 2019	On-Track

Communication, Transparency, School calendar, Action planning

Improve upon the current Climate and Culture Committee and build upon their existing work. Our Relational Trust Team will continue to further develop trusting collaboration among Faculty/Staff and continue to promote a positive and relationally trusting climate. This Relational Trust Team will be comprised of representative members of our faculty and staff which will monitor school collaboration and climate among teachers and staff. This team will be in charge of implementing and monitoring this school priority and associated strategies.	Culture and Climate Team - Representative members of faculty and staff.	Jul 1, 2018 to Jun 30, 2019	On-Track

Ciwp, Collaborative teachers, Relational trust, Culture and climate, 5 essentials

Culture and Climate Team will conduct an extensive search and vetting process for an external consultant which will utilize research-based strategies to assess the Culture and Climate of Kennedy HS as a whole and support in the improvement of a positive and collaborative teacher climate and culture.	Culture and Climate Team - Representative members of faculty and staff.	Jul 1, 2018 to Aug 31, 2018	On-Track

Collaborative teachers, Relational trust, 5 essentials, Network for college success, University of chicago - center for school research, Sense-making around climate and culture

Strategy 3

If we do...	...then we see...	...which leads to...
(1) Every teacher clearly defines and develops a common and shared understanding of what Rigorous Student Tasks are; (2) Decide on what existing tools are available to evaluate and analyze RST's such as Webb's Depth of Knowledge, Hess Matrix, TRU Dimensions (Teaching for Robust Understanding - with an emphasis on Authority, Agency, and Identity as well as Cognitive Demand), and Alignment to CCSS/MGSS; (3) Develop the structures to build teacher understanding of RST's through the use of Common Planning Periods, Teacher Course	(1) Clarity and Coherence among all certified staff as to what a rigorous student task is and looks like; (2) Observe teacher professional learning through the use of RST Evaluation tools and protocols; (3) There will be a regular cadence calendar by which teachers will evaluate student rigorous tasks and provide peer feedback to each other; and, (4) Teachers will support each other's professional learning through evaluating the Rigor of the Student Tasks assigned in each	(1) The increased capacity of our Faculty and Staff to identify and deliver Rigorous Student Tasks to students based on more individualized student ability levels; (2) Curriculum Coherence and increased alignment of quality instruction at all grade levels; (3) Advancing opportunities for Teacher Professional Learning around RST's and determining what level of rigor is appropriate to increase student academic growth and attainment metrics; (4) Students will be the main beneficiaries of

Teams, Rubrics, Cadence Calendars, and Learning Walks and Peer Visits;
(4) Creating the Systems to support teachers in their professional learning through the use of a common Evaluating RST Protocol and using these Protocols and Rubrics to improve the rigor of student tasks in each class at every grade level; and,
(5) Provide a multitude of opportunities for Special Education Teachers to meet, modify, and calibrate their Rigorous Student Tasks with respect to the special learning needs of our Diverse Learner population, thus leading to the increased professional learning of our Special Education Certified Faculty.

grade and ability level of students within Kennedy HS; and,
(5) More modifications will be evident to RST's which will be more aligned with our general curriculum and provide our Diverse Learners with access to the general curriculum in the Least Restrictive manner.

this strategy in that their responses to the 2017 5-Essentials survey around Academic Press indicate to all stakeholders we can do better in the instructional areas of academically challenging our learners; and,
(5) Improve attainment growth by our Diverse Learners based on the modified Rigorous Student Tasks Special Education teachers will provide through the implementation of this strategy.

Tags:
Diverse Learners, Professional Learning, Relational trust, Teacher collaboration, Rigorous student tasks, Modified practices

Area(s) of focus:
1, 2, 3, 4, 5

Action step	Responsible	Timeframe	Status
Volunteer Teacher Teams will work during the summer to develop the Rubrics and Protocols to analyze and evaluate the rigor of student tasks. The goal will be to have teachers lead the professional learning at the beginning of the school year so teachers will understand what the expectations are for their Principal-Directed Common Planning Periods and possible Professional Learning and Collaboration periods throughout the school year.	Teacher Teams and Administration	Jun 21, 2018 to Aug 24, 2018	On-Track

Professional Learning, Professional development, Rubrics, Common planning time, Student work protocol

Teacher SRT Team will author the analyzing and evaluating student work protocol into our Teacher Course Team norms.	Teacher SRT Team	Jun 21, 2018 to Aug 24, 2018	On-Track

Student work protocol, Rigorous student tasks, Analyze student work

Throughout the school year, Kennedy HS will host teacher Learning Walks to calibrate the extent to which Quality Questioning and Discussion and Rigorous Student Tasks are being utilized in the classroom. This will be non-evaluative and strictly for the purposes of gauging the impact professional learning has had on shifts in instructional practice.	Teacher RST Team and Administration	Aug 1, 2018 to Jun 20, 2019	On-Track

Professional Learning, Learning walks, Analyze student work, Questioning & discussion

The Instructional Leadership Team will develop a peer visit and feedback protocol which will be modeled from Paul Bambrick-Santoyo's "Get Better Faster" coaching framework. The ILT will develop and oversee this internal non-evaluative peer coaching methodology to provide teachers with the added support and feedback	ILT	May 2, 2018 to May 31, 2019	On-Track

Instructional Coaching, Instructional leadership team, Peer coaching

Strategy 4

If we do...	...then we see...	...which leads to...
In order for the various MTSS Teams to provide multi-tiered supports, keep track of data and monitor student learning, it is imperative that we have an MTSS Coordinator. His/ her duties will include but not be limited to conducting the problem-solving process, overseeing	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.	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.

curriculum and instruction interventions, and ongoing progress-monitoring of data to check for student academic success and behavioral improvements. He/She will meet with intervention specialists, resource service providers, and other stakeholders to focus on the Tier 2 and 3 students. The MTSS Coordinator would also seek out additional resources for staff in providing multi-tiered interventions, whether in the form of support groups or Professional Development for staff. Currently, there is an MTSS Task Force and BHT in existence, but he/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 ensure better communication happens among all stakeholders to determine whether appropriate interventions have been efficient and carried out with fidelity.

Additional outside supports will be in place in the building to address SEL components that cannot be met in the classroom. Staff will have a shared system of monitorng tool where all stakeholders have immediate access to all the interventions implemented to support students in Tier 1, 2, and 3.

Better communication among all stakeholders.

Tags:
Behavioral interventions, Academic interventions, Behavior management, Social emotional learning standards, Data driven mtss

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Free up a teacher for half a day who has a couonseling background and previous experience working with data analysis and MTSS tools.	Principal	select	On-Track
Create a Freshmen on Track and Sophomore on Track Team to meet, discuss, go through the PSP to provide academic supports for students in Tier 2, and 3.	Asst. Principals	May 28, 2018 to Aug 31, 2018	On-Track

Strategy 5

If we do...

Professional development that will focus on building the capacity of our teachers leaders around our target instructional area, student-centered learning, questioning/discussion, peer coaching. The goal is that teachers will share best practices and ideas that they can implement in their own classroom as apart of Kennedys cycle of inquiry. This will be done through intentional professional development led by teachers and external partners. Develop a data driven culture we will establish cycles of inquiry that will provide feedback improve assessments,, curriculum, and teacher practices

...then we see...

More student agency and student-centered learning
Teachers examining their data to improve their curriculum maps
More teachers looking at students work
Teachers developing units that are vertically/horizontally aligned
Teachers discussing what rigor looks like in Kennedy
More teachers sharing best practices.

...which leads to...

Improved student outcomes
Increase teacher collaboration
enhanced teacher instructional delivery
Increased alignment
Data driven decision making

Tags:
Professional development, Data analysis, Data driven instruction, Learning cycles, Adult learners

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

Action step	Responsible	Timeframe	Status
Professional development on the examination of achievement, formative, interim data.	Department Chairs/ Administration	Jun 1, 2018 to Aug 30, 2018	On-Track

Professional development, Data analysis, Adult learners

Identify resident experts in the building to share best practices with their colleagues	Department Chairs/ Classroom teachers/Administration	Jun 29, 2018 to Aug 30, 2018	On-Track

Professional Learning, Gradual release of responsibility, Adult learners

Action Plan

Strategy 1

ON-TRACK

Full Development and Articulation of curriculum vision for John F. Kennedy H.S. Teachers will be invited to volunteer and develop an instructional leadership plan over the summer of 2018. This will include a formal detailed plan of roles and responsibilities along with the development of exemplary unit plans to be shared with teacher colleagues."

Jul 01, 2018 to Aug 24, 2018 - Administration and Teacher Teams

Status history

May 9

ON-TRACK   May 09, 2018
Evidence
Written Curriculum Vision and Supporting Curriculum Mapping and Unit Plan Documents

ON-TRACK

Our teachers have identified the need for unit planning support through Unit Plan feedback from both administration and peers which is non-evaluative and driven at the departmental level. This will be accomplished first by volunteer teacher teams who will provide exemplary Unit Plans which are concrete, student-centered, and aligned to agreed-upon curriculum vision."

Jul 01, 2018 to Jun 20, 2019 - Administration and Teacher Teams

Status history

May 9

ON-TRACK
May 09, 2018
Evidence
Summer Curriculum - Unit Plan Writing. Delivery of exemplary unit plans to be shared with Teacher Course Teams during PD and Common Planning Periods.

ON-TRACK

REACH Evaluation Focus must be on the Whole Unit, rather than just one 50 minute segment of a curriculum map and unit plan. Teachers are requesting flexibility to use REACH to support teachers taking risks while implementing student-centered instruction and rigorous student tasks."

Jul 01, 2018 to Jun 19, 2019 - Administration and Teacher Teams

Status history

May 9

ON-TRACK   May 09, 2018
Evidence
Language Used by Administrators in the REACH Evaluation Cycle will reflect evaluation of whole unit plan considerations.

ON-TRACK

Department Chairs hold meetings with teachers to articulate the curriculum vision and take feedback and comments back to the ILT for revisions."

Jun 01, 2018 to Jun 21, 2018 - Department Chairs and teacher teams

Status history

May 9

ON-TRACK | May 09, 2018
Evidence

ON-TRACK

Instructional Leadership Team defines Kennedy High School's streamlined curriculum vision. They will produce a document outlining how the curriculum will look for all grade levels and departments. This document should clarify which curriculum standards should be addressed at each grade level and department."
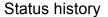
- Administration and ILT

Status history

May 9

ON-TRACK | May 09, 2018
Evidence

Strategy 2

ON-TRACK | CIWP Team Members and Teacher Leaders will meet with all stakeholders to identify the best possible communication protocols."

Jul 02, 2018 to Aug 31, 2018 - CIWP Team Members and Teacher Leaders

Status history

May 9

ON-TRACK | May 09, 2018
Evidence
Fully develop communication protocol to be used throughout the entire school year.

ON-TRACK

Develop a common calendar which is able to be viewed by all stakeholders and to provide the most transparent means of sharing information, timelines, and upcoming events."

May 14, 2018 to Aug 30, 2019 - Administration and Designated Faculty and Staff.

Status history

May 9

ON-TRACK | May 09, 2018
Evidence
Online Calendar with all school related information shared on a regular basis.

ON-TRACK

Improve upon the current Climate and Culture Committee and build upon their existing work. Our Relational Trust Team will continue to further develop trusting collaboration among Faculty/Staff and continue to promote a positive and relationally trusting climate. This Relational Trust Team will be comprised of representative members of our faculty and staff which will monitor school collaboration and climate among teachers and staff. This team will be in charge of implementing and monitoring this school priority and associated strategies."

Jul 01, 2018 to Jun 30, 2019 - Culture and Climate Team - Representative members of faculty and staff.

Status history

May 9

ON-TRACK May 09, 2018
Evidence
Provide feedback to all stake-holders information on progress toward meeting our Relational Trust Goals.

ON-TRACK

Culture and Climate Team will conduct an extensive search and vetting process for an external consultant which will utilize research-based strategies to assess the Culture and Climate of Kennedy HS as a whole and support in the improvement of a positive and collaborative teacher climate and culture."

Jul 01, 2018 to Aug 31, 2018 - Culture and Climate Team - Representative members of faculty and staff.

Status history

May 9

ON-TRACK May 09, 2018
Evidence
Partnership with External Consultant and Detailed report of Kennedy HS's Climate and Culture.

Strategy 3

ON-TRACK

Volunteer Teacher Teams will work during the summer to develop the Rubrics and Protocols to analyze and evaluate the rigor of student tasks. The goal will be to have teachers lead the professional learning at the beginning of the school year so teachers will understand what the expectations are for their Principal-Directed Common Planning Periods and possible Professional Learning and Collaboration periods throughout the school year."

Jun 21, 2018 to Aug 24, 2018 - Teacher Teams and Administration

Status history

May 9

ON-TRACK May 09, 2018
Evidence
Fully developed rubrics and protocols to analyze and evaluate the levels of rigor of student tasks.

ON-TRACK Teacher SRT Team will author the analyzing and evaluating student work protocol into our Teacher Course Team norms."

Jun 21, 2018 to Aug 24, 2018 - Teacher SRT Team

Status history

May 9

ON-TRACK May 09, 2018
Evidence
Fully developed Looking at Students Work Protocols at each grade-level and course subject.

ON-TRACK

Throughout the school year, Kennedy HS will host teacher Learning Walks to calibrate the extent to which Quality Questioning and Discussion and Rigorous Student Tasks are being utilized in the classroom. This will be non-evaluative and strictly for the purposes of gauging the impact professional learning has had on shifts in instructional practice."

Aug 01, 2018 to Jun 20, 2019 - Teacher RST Team and Administration

Status history

May 9

ON-TRACK
May 09, 2018
Evidence

Fully developed learning walk calendar with Look-For data collection tools to gauge the impact of professional development on shifts in teacher instructional practices.

ON-TRACK

The Instructional Leadership Team will develop a peer visit and feedback protocol which will be modeled from Paul Bambrick-Santoyo's "Get Better Faster" coaching framework. The ILT will develop and oversee this internal non-evaluative peer coaching methodology to provide teachers with the added support and feedback"

May 02, 2018 to May 31, 2019 - ILT

Status history

May 9

ON-TRACK | May 09, 2018
Evidence
Fully Develop Peer Visit Protocol based on Get Better Faster.

Strategy 4

ON-TRACK | Free up a teacher for half a day who has a couonseling background and previous experience working with data analysis and MTSS tools."

- Principal

Status history

May 9

ON-TRACK | May 09, 2018
Evidence

ON-TRACK

Create a Freshmen on Track and Sophomore on Track Team to meet, discuss, go through the PSP to provide academic supports for students in Tier 2, and 3."

May 28, 2018 to Aug 31, 2018 - Asst. Principals

Status history

May 9

ON-TRACK | May 09, 2018
Evidence
Well-functioning FOT and SOT Teams

Strategy 5

ON-TRACK | Professional development on the examination of achievement, formative, interim data."

Jun 01, 2018 to Aug 30, 2018 - Department Chairs/ Administration

Status history

May 9

ON-TRACK | May 09, 2018
Evidence
Planned and executed PD

Identify resident experts in the building to share best practices with their colleagues"

Jun 29, 2018 to Aug 30, 2018 - Department Chairs/ Classroom teachers/Administration

Status history

May 9

ON-TRACK
May 09, 2018
Evidence
PD planned for the entire school year aligned to the needs of the teachers

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

ESSA Program

◉ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement 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 and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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 19, 2018. 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, 2018, 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, 2018. 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 15, 2018, and April 11, 2019.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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 ESSA 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 our 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 and family members 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 family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. 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 & 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 and family 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 and families 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 and family 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 with 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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

School-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 15, 2018, and the other will be held on Thursday, April 11, 2019. 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 student's 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 15, 2018, and Thursday, April 11, 2019. 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 and family members 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. The 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 at 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 6 pm in the Kennedy High School Library. Parent Advisory Council will meet each second Monday of the Month at 6:30 pm in the Kennedy High School Library. The Bilingual Advisory Council will meet on a regular basis after report card pickup in on November 15, 2018, and April 11, 2019, in Room 115. All meetings will be held in compliance with the OMA and FOIA. 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).

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."

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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Annual Informational and Organizational Meeting will take place on September 26, 2018. It will be publicized at our Annual School Open House on Wednesday, September 19, 2018. 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. The PAC's overarching goal is to provide parents with opportunities to learn how best to support their children in succeeding in high school. Based on the organizational meeting, the PAC Executive Board will establish the parent learning and development calendar with timeline and activities, along with training topics.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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. | $ 0 | .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. | $ 1000 | .00 |

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	1000	.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)	$	1000	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.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.	$	0	.00
54565 **Reimbursements**	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	0	.00
53510 **Postage**	Must be used for parent and family engagement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.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 by used only by parents.	$	1225	.00