

## KENNEDY HS

Geographic Area - MDW



Official School Name
John F Kennedy High School

Address
6325 W 56th St
Chicago, Illinois 60638

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
1552	1,272	122%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	9-12	Level 2	Overcrowded	

### Mission Statement as of May 2013

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.

### School Priorities as of May 2013

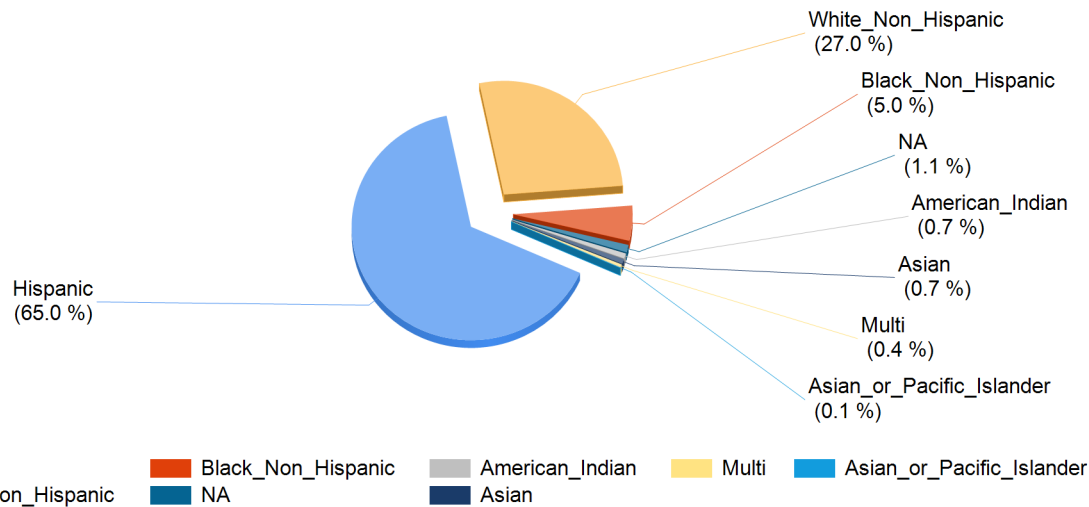
Description	Rationale
<p>CFP-CRS/Common Core-7 Principles (RFS &amp; MEL-Con)We will continue The Curriculum Framework Project (CFP) that we began 2 years ago via a partnership with the University of Illinois at Chicago and John Hersey High School in District 214 that has since been taken over by CPS. The CFP is built on 7 Principles that we will continue to use in our on-going and constantly changing planning and preparation process summarized below:</p> <p>Focus on CRS, CCSS, college acceptance, enrollment, and graduation.</p> <p>Collaborative staff making data-driven decisions</p> <p>Student-centered instructional design</p> <p>All students take a rigorous, common core course of studies</p> <p>Curriculum develops skills, is also content-based, interdisciplinary, contemporary and historical in scope, and referenced to the canon as an object of analysis and critique</p> <p>Students' critical thinking skills developed</p>	<p>The CFP 7 Principles serve as an essential foundation to ground our planning, preparation, and decision making. We have finally begun to experience significant student achievement across all levels with EXPLORE to PLAN increases of over 2 points and an increase in our ACT composite by over 2 points.</p> <p>We have to maintain and strengthen all of its working "teams" to further develop adult capacity with high functioning collaboration to develop stronger vertical, horizontal, and diagonal alignment frames to appropriately place students and track their progress over their 4-year career at Kennedy. It is essential that our focus lay on the CRS, CCSS, and Advance Placement standards within the context of the Review, Focus, Stretch (RFS) model to define and ensure that every student has access to increasing levels of difficulty, higher-order thinking, and critical thinking experiences maximizing their academic potential to create multiple post-secondary options for students upon graduation</p>

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

## Programs & Services

<b>Advanced Placement Courses</b>	Studio Art-2D Design Design, Student Art-Drawing, English Literature & Composition, European History, Human Geography, Calculus AB, Chemistry, Spanish Language, Spanish Literature & Culture
<b>College and Career</b>	College Tours
<b>Creative</b>	Band/Orchestra, Choir/Chorus, Drama, Graphic Design, Piano/Keyboard, Talent Show
<b>CTE: Citywide</b>	LPN Program
<b>CTE: Other</b>	WECEP
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	Digital Media
<b>Health and Wellness</b>	Crisis Intervention Services
<b>IB Wall-to-Wall/Programme</b>	IB Middle Years Programme (SY13-14); IB Diploma (SY13-14)
<b>Life and Leadership</b>	Mikva Challenge, Mock Trial, Peer Jury, Student Council/Government
<b>Parent and Community</b>	Parent Advisory/Group
<b>Scholastic</b>	Advanced Placement, Bilingual Support, Evening School, Journalism Club, Newspaper, Poetry Club, Summer School, Supplemental Educational Services (SES) Tutoring, Technology Club, Tutoring, Virtual Learning/Online Courses, Yearbook Club
<b>School-wide Programs and Models</b>	Advancement Via Individual Determination (AVID), Architectural Design, Business & Finance, Career & Technical Education Programs, Information Technology, Decathlon, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	16" Softball, Boys' Baseball, Boys' Basketball, Boys' Bowling, Boys' Cross Country, Boys' Golf, Boys' Soccer, Boys' Softball, Boys' Swimming, Boys' Track, Boys' Volleyball, Cheerleading, Chess, Exercise, Football, Girls' Baseball, Girls' Basketball, Girls' Bowling, Girls' Cross Country, Girls' Golf, Girls' Soccer, Girls' Softball, Girls' Swimming, Girls' Track, Girls' Volleyball, Pom-Pon, Wrestling, Yoga/Pilates
<b>Theme Based Magnet</b>	No

**% of students by race/ethnicity**



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
19.34	5.18	84.39	0.66	65.8	83.6	N/A

General Information	
School Level	HS
Geographic Network	Southwest Side High School Network
Geographic Area	MDW
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	251,526
Year Constructed (MAIN)	1965
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	106838
MAIN	251526

Schools Co-Located on Campus
<b>School Name</b>
Kinzie

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		<b>Facility Systems Assessed (by Phase)</b>
	\$719,668.95	<i>Exterior</i>
	\$5,623,580.82	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$932,455.81	<i>Interiors</i>
	\$72,709.78	<i>Site</i>
<b>Total Campus Need</b>	<b>\$7,348,415.36</b>	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
<b>Recommended Campus Action</b>	Evaluate Overcrowding Relief
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	YES
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	

**Historical & Current Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	0	0	0	0	0	0	0	0	0	550	496	294	342		1682
2007	0	0	0	0	0	0	0	0	0	0	523	478	336	201		1538
2008	0	0	0	0	0	0	0	0	0	0	536	445	334	322		1637
2009	0										563	444	402	247		1656
2010	0	0	0	0	0	0	0	0	0	0	404	505	412	344		1665
2011	0	0	0	0	0	0	0	0	0	0	392	409	417	362		1580
2012	0	0	0	0	0	0	0	0	0	0	383	416	406	383		1588
2013	0	0	0	0	0	0	0	0	0	0	338	314	348	324	166	1490

**Projected 10 Year Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	0	0	0	0	0	0	0	0	0	324	337	320	294	0	1446
2015	0	0	0	0	0	0	0	0	0	0	331	323	343	270	0	1436
2016	0	0	0	0	0	0	0	0	0	0	331	331	328	292	0	1451
2017	0	0	0	0	0	0	0	0	0	0	329	330	337	278	0	1443
2018	0	0	0	0	0	0	0	0	0	0	330	329	336	286	0	1450
2019	0	0	0	0	0	0	0	0	0	0	330	330	335	285	0	1449
2020	0	0	0	0	0	0	0	0	0	0	330	330	336	284	0	1449
2021	0	0	0	0	0	0	0	0	0	0	330	330	336	285	0	1450
2022	0	0	0	0	0	0	0	0	0	0	330	330	336	285	0	1450
2023	0	0	0	0	0	0	0	0	0	0	330	330	336	285	0	1450