

# John F Kennedy High School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
02/11/2020	Entire CIWP Team	Introduction and School Excellence Framework

Date	Participants	Topic
02/25/2020	Entire CIWP Team	Root Cause Analysis from SEF
03/10/2020	Entire CIWP Team	Setting Priorities
03/24/2020	Entire CIWP Team	Development of Strategies

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school

- 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 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

- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 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
- **Evidence:** Conducted Surveys and solicited input from stakeholders.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Conducted a Google Forms Survey of the Staff with a 20% response rate.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	5
3	Quality and Character of School Life: Family & Community Engagement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	2
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# Goals

## Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Literacy and numeracy growth among all students, especially among our Hispanic students.
Root Cause 1	There is too wide a variance of quality and rigor of teaching and learning between International Baccalaureate, Advanced Placement, Honors, Regular, Collaborative Team Taught, and Modified courses as a result of teacher capacity and adherence to standards-based aligned curriculum.
Area of Critical Need 2	Average Daily Attendance rate among all students, especial students with IEPs.

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## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: SAT Cohort Growth Percentile</p> <p>I chose this metric because it is the culmination of all the teaching and learning over a three year period previous to the Exit Exam at the end of our students Junior year in the form of the SAT. When we appreciate this goal, it will be a testament to the quality of teaching and learning taking place on the part of teachers and students, the social-emotional supports we provide our students, and the curricular development and alignment to the CCSS that the SAT is based on.</p>	Overall		32.00	37.00
<p>Vision: Freshman On-Track</p> <p>I chose this metric because according to the University of Chicago - Network for College Success Freshman On-Track rates results in higher averages and growth in many SQRP metrics. Through increased FOT rates we hope to increase our Sophomore On-Track, Average Daily Attendance, 4-Year Graduation rates, and reducing the One-Year Drop-out rate.</p>	Overall		85.00	90.00
<p>Vision: Attendance Rate</p> <p>I chose this metric because average daily attendance is directly linked to On-Track Rates, Grade-Point Averages, and 4 Year Graduation Rates. To increase our overall ADA Rate will result in increases in most SQRP metrics.</p>	Overall		91.00	93.00
<p>Vision: College Enrollment</p> <p>I chose this metric because College Enrollment for students of poverty and color is the greatest social justice mission of urban schools today. Education is the best way to combat poverty, racism, and social-economic injustice.</p>	Overall		75.00	80.00
(Blank)				

**Required metrics (Highschool) (100% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> Our School's Overall My Voice, My School 5 Essentials Survey has improved.				3.00	4.00

**Custom metrics (0% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

# Strategies

## Strategy 1

If we do...	(1) ILT will continue to develop Kennedy High School's streamlined curriculum vision by outlining how the curriculum will look for all grade levels and departments. ILT will 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 bring feedback and comments back to the ILT for revisions. (3) Provide teachers with unit planning support with Unit Feedback both from the administration, department chairs, and peer review; (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.
Then we see...	(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 created by teachers within Kennedy HS and/or other exemplary units that are successful at other schools. (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.
which leads to...	(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 on classroom and school-wide standardized assessments.
Budget Description	

Tags	Leadership for Continuous Improvement, Curriculum, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Instructional Leadership Team develops Kennedy High School's streamlined curriculum vision. They will outline how the curriculum will look for all grade levels and departments. They will clarify which curriculum standards should be addressed at each grade level and department based on district-level and school-wide expectations.  Tags:Leadership for Continuous Improvement, Curriculum, Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Not started) Department Chairs will hold meetings with teachers to articulate the curriculum vision and encourage collaborative discussions around curriculum and assessments that support the IB principles (9th and 10th) and student-centered learning environments.  Tags:Curriculum, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) ILT will lead in the full development and articulation of the curriculum vision for John F. Kennedy H.S. Teachers will be invited to volunteer and develop exemplary plans that they can share with teams as well as build support systems within their departments to assist in the development of exemplary plans that include vertically and horizontally aligned curriculum incorporating rigorous tasks and texts.  Tags:Curriculum, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Based on Kennedy's curriculum vision, Teacher Teams will meet during common planning time to focus on a professional learning cycle that is research-based and data-focused around revisions on curriculum, data analysis of student work and assessments, and MTSS interventions. Lead teachers will update Professional Learning Calendars to communicate the professional learning cycle plans.  Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Teacher Leader Development &amp; Innovation: Teacher Teams</li> </ul>

**Strategy 2**

If we do...	(1) Develop supports around SEL by incorporating lessons tied to improving the social and emotional health of our students in the creation of 9th-12th grade Seminar classes ; (2) Create and use positive incentives to improve culture and climate school-wide among staff and students; (3) Develop relational trust among teachers as well as among teachers and students by adopting strategies and opportunities that support and celebrate positive relationships.
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Then we see...	(1) Improved relationships with teachers and students by building a foundation of trust in the Seminar classes through targeted SEL supports. (2) Increased Relational Trust with all teachers and students within Kennedy HS; (3) Improved faculty and staff morale when teachers and staff feel appreciated through incentives and respect for their time, needs, and resources while students are feeling that they are being supported and recognized for their positive behaviors.
which leads to...	(1) Less behavioral and disciplinary referrals and higher on track rates with our freshmen and sophomores. (2) Improvement on the 5 Essentials with respect to relational trust and increased teacher collaborations and overall morale; (3) Improving the relationships among teachers and among students 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.
Budget Description	
Tags	Relational Trust, ODLSS: Behavior Support, OSCPA: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> <li>(Not started) Allow time and supports for teacher collaboration for all Seminar teachers in developing lessons tied to the social and emotional needs of our students. Provide opportunities for collaboration with our RSPs and counselors to meet with Seminar teachers to discuss data and determine underlying root causes that deter our students from making academic growth and decide on research-based interventions that are appropriate.</li> </ul> <p>Tags: Curriculum, Relational Trust</p> <ul style="list-style-type: none"> <li>(Not started) Improve upon the current Climate and Culture Committee/PRIDE Team and build upon their existing work. Our Culture and Climate Team will continue to further develop trusting collaboration among faculty/staff and continue to promote a positive and trusting climate. This Culture and Climate Team will be comprised of representative members of our faculty and staff which will develop strategies and incentives to promote and encourage positive healthy relationships school-wide.</li> </ul> <p>Tags: Leadership for Continuous Improvement, Relational Trust</p> <ul style="list-style-type: none"> <li>(Not started) Ninth through twelfth grade Seminar classes will focus on developing Learn. Plan. Succeed. and monitoring the Behavior, Attendance, and Grades of their students to create interventions and supports for their Seminar students.</li> </ul> <p>Tags: MTSS, CBE: Supports, Interventions, or Extensions, OSEL: Tier 2 and 3 Interventions</p>

**Strategy 3**

If we do...	(1) Every teacher continues to clearly define and develop a common and shared understanding of what Rigorous Student Tasks are; (2) Decide on what existing tools are
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	<p>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 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 Diverse Learner 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.</p>
<p>Then we see...</p>	<p>(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 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.</p>
<p>which leads to...</p>	<p>(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 this strategy in that their responses to the 2022 5-Essentials survey around Academic Press; 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.</p>
<p>Budget Description</p>	
<p>Tags</p>	<p>Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Science: Rigorous Tasks, Math: Rigorous Tasks</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) Volunteer Teacher Teams will work during the summer to develop research-based 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.</li> </ul> <p>Tags:Curriculum, Relational Trust, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>• (Not started) Throughout the school year, Kennedy HS will host teacher internal Learning Walks every five weeks with department chairs as well as a school-wide BOY, MOY, and EOY Learning Walk to calibrate the extent to which Quality Questioning and Discussion and Rigorous Student Tasks are being utilized in the</li> </ul>

	<p>classroom. This will be non-evaluative and strictly for the purposes of gauging the impact professional learning has had on shifts in instructional practice. The learning walk tool will be a similar tool used for all learning walks so that there is consistency in our data collection.</p> <p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p>
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**Strategy 4**

<p>If we do...</p>	<p>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 curriculum and instruction interventions, and ongoing progress-monitoring of data to check for student academic success and behavioral improvements. He/She will meet with the Seminar teachers, 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 FOT, SOT 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.</p>
<p>Then we see...</p>	<p>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. 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 monitoring tool where all stakeholders have immediate access to all the interventions implemented to support students in Tier 1, 2, and 3.</p>
<p>which leads to...</p>	<p>Higher on-track rates, overall student growth in literacy and Math, higher proficiency levels in standardized testing, and reduce future dropout rates. Better teacher to student trust and teacher to teacher trust on the 5 Essentials. Better communication among all stakeholders.</p>
<p>Budget Description</p>	
<p>Tags</p>	<p>MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li>(Not started) Create a Freshmen on Track and Sophomore on Track Team to meet, discuss, go through the PSP to provide academic supports for students in Tiers 2 and 3.</li> </ul>

	<p>Tags:MTSS, CBE: Supports, Interventions, or Extensions, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Develop an MTSS Team that will progress monitor the academic supports and interventions of the BHT and On-Track Teams. Provide feedback to teachers on the impact of the behavioral and academic interventions that have been developed.</li> </ul> <p>Tags:MTSS, CBE: Supports, Interventions, or Extensions, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) MTSS Coordinator and counselors will meet with Seminar classes and teachers to discuss and monitor students through the use of BAG reports and Naviance to inform the instruction and lessons in the class.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>
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**Strategy 5**

If we do...	Professional development that will focus on building the capacity of our teachers leaders around our target instructional area of rigorous tasks around student-centered learning, questioning/discussion, and peer coaching. The goal is that teachers will share best practices and ideas that they can implement in their own classroom as a part of Kennedy's 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 in classroom instruction; Teachers examining their data to improve and revise their curriculum maps to meet the skill level of their students; More teachers looking at students work as part of data analysis to inform instruction; Teachers developing units that are vertically/horizontally aligned; More teachers sharing best practices around rigorous tasks, aligned curriculum, and skill-focused assessments.
which leads to...	Improved student academic outcomes and skill development growth outcomes; Increased teacher collaboration with enhanced teacher instructional delivery; Increased alignment in curriculum across all subjects and skill levels. Data-driven decision-making around curriculum and instruction collaboration.
Budget Description	
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Curriculum, Instruction

<p>Action steps</p>	<ul style="list-style-type: none"> <li>(Not started) Leading professional development on the examination of formative, interim, and summative data using AA supports in order to inform their decisions on curriculum and instruction.</li> </ul> <p>Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> <li>(Not started) Department chairs and teacher teams will create a professional learning cycle around research-based shared strategies and establish cycles of inquiry that will provide feedback, improve assessments, curriculum, and teacher practices.</li> </ul> <p>Tags: Leadership for Continuous Improvement, Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(Not started) Professional Learning will be focused around our TIA of a student-centered learning environment where students are engaged in rigorous students tasks and texts that challenge students at every skill level leading to student growth and academic progress.</li> </ul> <p>Tags: Curriculum, Instruction, Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development &amp; Innovation: Distributed Leadership</p>
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# Action Plan

## Strategy 1

Instructional Leadership Team develops Kennedy High School's streamlined curriculum vision. They will outline how the curriculum will look for all grade levels and departments. They will clarify which curriculum standards should be addressed at each grade level and department based on district-level and school-wide expectations.

Aug 26, 2019 to Sep 27, 2019 - ILT

Department Chairs will hold meetings with teachers to articulate the curriculum vision and encourage collaborative discussions around curriculum and assessments that support the IB principles (9th and 10th) and student-centered learning environments.

Aug 31, 2019 to Oct 31, 2019 - Department Chairs

ILT will lead in the full development and articulation of the curriculum vision for John F. Kennedy H.S. Teachers will be invited to volunteer and develop exemplary plans that they can share with teams as well as build support systems within their departments to assist in the development of exemplary plans that include vertically and horizontally aligned curriculum incorporating rigorous tasks and texts.

Aug 24, 2020 to Jan 29, 2021 - Teacher Leaders, Teacher Teams, Department Chairs

Based on Kennedy's curriculum vision, Teacher Teams will meet during common planning time to focus on a professional learning cycle that is research-based and data-focused around revisions on curriculum, data analysis of student work and assessments, and MTSS interventions. Lead teachers will update Professional Learning Calendars to communicate the professional learning cycle plans.

Sep 08, 2020 to Jun 10, 2021 - Department Chairs, Teacher Leads

## **Strategy 2**

Allow time and supports for teacher collaboration for all Seminar teachers in developing lessons tied to the social and emotional needs of our students. Provide opportunities for collaboration with our RSPs and counselors to meet with Seminar teachers to discuss data and determine underlying root causes that deter our students from making academic growth and decide on research-based interventions that are appropriate.

Jun 22, 2020 to Sep 11, 2020 - Administration, Seminar Teachers

Improve upon the current Climate and Culture Committee/PRIDE Team and build upon their existing work. Our Culture and Climate Team will continue to further develop trusting collaboration among faculty/staff and continue to promote a positive and trusting climate. This Culture and Climate Team will be comprised of representative members of our faculty and staff which will develop strategies and incentives to promote and encourage positive healthy relationships school-wide.

Aug 24, 2020 to Aug 24, 2020 - Culture and Climate Team and PRIDE Team

Ninth through twelfth grade Seminar classes will focus on developing Learn. Plan. Succeed. and monitoring the Behavior, Attendance, and Grades of their students to create interventions and supports for their Seminar students.

Sep 07, 2020 to Jun 18, 2021 - Seminar Teachers

## **Strategy 3**

Volunteer Teacher Teams will work during the summer to develop research-based 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 29, 2020 to Aug 28, 2020 - Lead Teachers, Teacher Teams, Administration

Throughout the school year, Kennedy HS will host teacher internal Learning Walks every five weeks with department chairs as well as a school-wide BOY, MOY, and EOY Learning Walk 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. The learning walk tool will be a similar tool used for all learning walks so that there is consistency in our data collection.

Oct 01, 2020 to May 21, 2021 - Department Chairs, Teachers, Administration

#### **Strategy 4**

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

Sep 07, 2020 to Oct 09, 2020 - Administration, MTSS Lead

Develop an MTSS Team that will progress monitor the academic supports and interventions of the BHT and On-Track Teams. Provide feedback to teachers on the impact of the behavioral and academic interventions that have been developed.

Oct 26, 2020 to Nov 06, 2020 - MTSS Lead, MTSS Team

MTSS Coordinator and counselors will meet with Seminar classes and teachers to discuss and monitor students through the use of BAG reports and Naviance to inform the instruction and lessons in the class.

Sep 07, 2020 to Jun 18, 2021 - Seminar Teachers, Counselors, MTSS Coordinator

#### **Strategy 5**

Leading professional development on the examination of formative, interim, and summative data using AA supports in order to inform their decisions on curriculum and instruction.

Aug 24, 2020 to Aug 28, 2020 - Administration, Teacher Leads

Department chairs and teacher teams will create a professional learning cycle around research-based shared strategies and establish cycles of inquiry that will provide feedback, improve assessments, curriculum, and teacher practices.

Sep 07, 2020 to Oct 02, 2020 - Department Chairs and Teacher Course Teams

Professional Learning will be focused around our TIA of a student-centered learning environment where students are engaged in rigorous students tasks and texts that challenge students at every skill level leading to student growth and academic progress.

Aug 24, 2020 to Jun 18, 2021 - Teacher Leads, Department Chairs, Administration

## **Fund Compliance**

### **ESSA Program**

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

### **A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

John F. Kennedy High School believes that Every Student Succeeds. The Instructional Leadership Team will conduct a comprehensive needs assessment of the entire school based on the achievement of all students relative to state content and achievement standards. Improving the quality of teaching and learning for all students is essential for every student to succeed. Therefore, our entire Continuous Improvement Work Plan is focused on leading for Instructional Improvement by professionally developing the capacity of teachers to provide every student with appropriately rigorous texts and tasks that engage all students in high-quality learning to develop each student's literacy and numeracy skills to narrow the achievement gap. Through the Seminar Classes that all students will take from Freshman to Senior year, we will be monitoring the achievement of all students, assessing the skill attainment of all students at Kennedy HS, and surveying all students' understanding of where they're at in standards-based skills acquisition.

### **Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.**

Instruction will be planned and delivered based on the ability levels of students in the most highly engaging, appropriately rigorous texts and tasks, and supports to help students who get off-track. John F. Kennedy High School will provide all students interim assessments, academic tutoring for students who are struggling, and additional skills practice through Khan Academy. All students will have Crusader Seminar programmed in their schedule which will provide all students with an opportunity to Social-Emotional Education through our RAMP Certified Counseling Department. We will also teach our seminar students how to self-monitor their Behavior, Attendance, and Grades (BAG Reports) progress and develop their Learn Plan Succeed plans during this class.

### **Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

John F. Kennedy's Instructional Leadership Team's vision is: Our ILT vision is to inspire all teachers to become teams of reflective professional learners, who can collaboratively and equitably work to ensure research-based shifts in instructional practice to increase student achievement and learning outcomes. Our Mission is "The ILT's mission is to identify and analyze areas of need by developing our own capacity to use research-based adult learning theory to strengthen all teacher's learning capacity ensuring stronger instructional practices resulting in increased achievement for all students. We believe that the depth and coherence of understanding of John F. Kennedy High School's vision statement are strengthened through active teacher learning teams using common resources and artifacts in a safe and trusting environment."

The ILT will professionally develop the capacity of all teachers to engage in Cycles of Continuous Improvement through which all teachers will:

I. All Teachers will be able to "Identify the Success Criteria" Teachers will ask, "What are your learning objects and what is the success criteria and associated evidence to be collected?" They will check for whether the Learning task is aligned to the unit objective and how Formative and Summative assessments will be sequenced and for what purpose.

II. All Teachers will be able to "Collect and Observe" the quality of Teaching and Learning at Kennedy HS. They will collect and sort common data from a wide range of evidence, focusing on our most vulnerable students. They will achieve this objective through analysis of Formative and Summative assessments, Peer Observations, and Performance of Subgroup (Diverse Learners, English Language Learners, and African American/Latino Males).

III. Teachers will Analyze: Analyze the evidence in relation to the success criteria and use evidence to inform educational decisions - (1) What do students know?, (2) What do they not know?, (3) Where can students be challenged for rigor?, (4) What are the possible reasons for patterns and trends?

IV. What evidence-based strategies or classroom practices will address the identified patterns and trends? (1) Why is this strategy the best fit for our student's needs? and (2) How and when will we assess success as we implement?

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

John F. Kennedy's Instructional Leadership Team's vision is: Our ILT vision is to inspire all teachers to become teams of reflective professional learners, who can collaboratively and equitably work to ensure research-based shifts in instructional practice to increase student achievement and learning outcomes. Our Mission is "The ILT's mission is to identify and analyze areas of need by developing our own capacity to use research-based adult learning theory to strengthen all teacher's learning capacity ensuring stronger instructional practices resulting in increased achievement for all students. We believe that the depth and coherence of understanding of John F. Kennedy High School's vision statement are strengthened through active teacher learning teams using common resources and artifacts in a safe and trusting environment."

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IV. What evidence-based strategies or classroom practices will address the identified patterns and trends? (1) Why is this strategy the best fit for our student's needs? and (2) How and when will we assess success as we implement?

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

John F. Kennedy High School in the 2019 School Year achieved the 3rd Highest SAT Student Growth in Chicago Public Schools. The professional learning and development of teachers and staff is working at high levels. The Board of Education of the City of Chicago also has provided wonderful resources to help recruit Highly-Qualified Teachers through their Recruiting Efforts using Taleo and the Talent Office. For the past two years, Kennedy HS has participated in Relay Resident Teacher Program where our school hosts resident-teachers who we then hire to become teachers at our school. We were successful in hiring two teachers in the last two years both in the Special Education Department. Additionally, we always utilize multi-step interview and vetting processes to determine the qualifications of a candidate from initial interview, to involving Department Chairs and teacher to provide us input on the qualifications of the candidate through the second round of interviews, to model lessons, and reference checks. We screen each candidate thoroughly to determine high-quality teachers.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

The Principal, George Szkapiak, is currently a Doctorate student at the University of Illinois at Chicago. He has utilized the latest research-based, high-quality professional development for all faculty and staff. Our school's goal is to develop a powerful and robust Teacher Learning Organization responsive to the needs of all students, especially the subgroup student populations focused on their standards-based aligned skill development.

**Strategies to increase parent involvement, such as family literacy services.**

John F. Kennedy High School has an active Local School Council, Parent Advisory Council, and Bilingual Advisory

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

TBD

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

TBD

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

TBD

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

TBD

# ESSA Targeted Assistance Program

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## Parent Involvement 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 23, 2020. 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 Monday, September 28, 2020, 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 28, 2020. A meeting will be held in the library to communicate clearly Kennedy's participation in NCLB Title I programs. The application process will take place immediately after the meeting in the auditorium. Kennedy will continue to provide opportunities for parents to obtain additional information at

Report Card Pickups and through mailings for student progress reporting. Report Card Pickups will be on Thursday, November 19, 2020, and April 22, 2021.

**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 the open house and the first report card pick-up session, Kennedy will continue to communicate to parents about the various academic, social, and extra-curricular 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 the 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)**

NA

## **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 19, 2020, and the other will be held on Thursday, April 22, 2021. 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 the John F. Kennedy website at [www.kennedyhschicago.org](http://www.kennedyhschicago.org) where parents can look up 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 19, 2020, and Thursday, April 22, 2021. 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 or 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 19, 2020, and April 22, 2021, 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](http://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."

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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 28, 2020. It will be publicized at our Annual School Open House on Wednesday, September 23, 2020. The PAC will establish the annual meeting calendar and establish the training that parents will receive based on the 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**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$1000.00
<b>53405</b>	<b>Supplies</b> 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
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$579.00
<b>54125</b>	<b>Consultants</b> 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

<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$1000.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$1000.00