CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name ✍	Role ✍	Email ✍
George Szkapiak	Principal	gzszkapiak@cps.edu
Rachel Peralta	AP	rsonon@cps.edu
Joshua Micley	AP	jamicley@cps.edu
Joe Irizarry	Curriculum & Instruction Lead	jdirizarry@cps.edu
Nick Cybulski	Curriculum & Instruction Lead	nacybulski@cps.edu
Mildred Rodriguez	Inclusive & Supportive Learning Lead	mvalderrama@cps.edu
Gina Vittoria	Teacher Leader	gfvittoria@cps.edu
Kim Korellis	Inclusive & Supportive Learning Lead	kmkorellis@cps.edu
Jill Anderson	Inclusive & Supportive Learning Lead	jmanderson1@cps.edu
Jessica Nuno	Teacher Leader	jnuno4@cps.edu
Angie Vasquez	LSC Member	nonstop.av@gmail.com
Joseph Salas	Other [Community Representative]	TheSicilian71@comcast.net

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	8/3/23	8/9/23
Reflection: Curriculum & Instruction (Instructional Core)	8/9/23	8/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/21/23	9/30/23
Reflection: Connectedness & Wellbeing	8/21/23	9/30/23
Reflection: Postsecondary Success	8/21/23	9/30/23
Reflection: Partnerships & Engagement	8/21/23	9/30/23
Priorities	10/1/23	10/31/23
Root Cause	10/1/23	10/31/23
Theory of Acton	10/1/23	10/31/23
Implementation Plans	11/1/23	11/30/23
Goals	11/1/23	11/30/23
Fund Compliance	11/1/23	11/30/23
Parent & Family Plan	11/1/23	11/30/23
Approval	12/4/23	12/4/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/31/23
Quarter 2	1/5/24
Quarter 3	4/12/24
Quarter 4	5/31/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Using our recent PSAT and SAT scores, we had a decrease; some exceed in overall scores in PSAT/SAT ✏️ Drop in reading performance for 9th grade and increase in performance for 10th grade Freshmen to Sophomore are staying consistent in their scores, slight increase Consistently has lower approaching/exceeding benchmarks. Drop in math performance for 9th and 10th Students come to Kennedy with less Math skills Freshmen to Sophomore are staying consistent in their scores, slight increase Can we compare cohort growth: 9th to 10th to 11th	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Support in Math ✏️ We currently have a Math Lab available to all students who need support one on one as well as a place to be re-assessed on skills where students may have struggled. How do we meet those benchmarks English and composition classes taken together boost scores Fail algebra? Slim to none chances of graduating What supports are available for juniors and seniors? Freshman and sophomores have supports; interventions Is there a math lab 3 for juniors? Can Ms. Mensick support juniors during lunch when she does not have students coming to labs? Have another person that can support her?	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide	Deficits in rising juniors because of missed instruction in 7th and 8th grade Stability of scores is positive 2018-2019 38% jump in math scores due to planned changes Juniors do not have the support Students who go get the support are already the kids who already enjoy a level of success Mandatory strategic pull out for the students in the red/yellow? Devoting dedicating time to each grade level to determine what each grade level of students need Senior Center, level of interventions ILT focus on the gap at the Junior level. Junior teachers have a focus on the SAT Have to think about some intervention and supports for this grade level too 9th grade team all 10-12th only three or four in the cohort who amplify information to the rest of the teachers who teach in that grade level. Master schedule shows department chairs Moving towards a suburban model where Dept chairs have admin degrees and can observe/coach/ evaluate teachers Lead the team in what you know best Stronger alignment SS missing representation How can we include this dept.? Mr. Szkapiak can assume the lead and will email team Invite a member to come to the ILT meetings, and not necessarily be dept chair	
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** 9th and 10th grade on track teams are in place and this year we will have a devoted 9th and 10th grade interventists. We see gaps at the 11th grade in a committe of teachers dedicated to that grade level. We are currently addressing how we will approach grade level meetings and how we can include all grade level teams in that process. This year our goal is to have every student have a trusted individaul based on data from our EOS survey. ✏️	

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students are not making substantial growth on PSAT/SAT and are remaining the same. We have hit a stagnant point in our scores. How is this translated in what happens in the classroom? Students are not all experiencing a highly rigorous and culturally responsive curriculum based on what the data is telling us.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What are the takeaways after the review of metrics?

Using our EOS report and the 5 Essentials report, the ILT observed there was a decrease in student peer relationships; it could be discipline issues. Academically, students are hungry to be challenged. There is a correlation between that hunger with the pandemic. They missed out. . . Math; we need to make interventions that are successful for students that are behind or off-track and see what is not working. . . Overall academic press of the 5 essentials is where we should focus. Are they being challenged? Overall we did well in terms of student feedback, instructionally.

What is the feedback from your stakeholders?

Our ILT has been focused on leading the work with our practice shifts and discussing student work to make informed decisions around curriculum and instruction. Our next step is supporting departments around analyzing their own classroom data and providing Tier 1 supports for their group of students who still may need interventions or enrichments.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

This year we have hired 9th and 10th grade interventionists who will provide specif

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Based on student surveys done through EOS and the 5 Essentials survey, Kennedy students are primed for rigorous lessons and challenging assignments. This is also confirmed on our qualitative data in Learning Walks on the lack of quality student-to-student discussions. However, based on the surveys we are also aware that students seek supports and interventions in order to meet grade level standards and skills in order to meet the rigorous demands of their classes.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure

What are the takeaways after the review of metrics?

Using our 5 Essentials data there was a decrease in student reporting a Supportive Environment at Kennedy HS from a score of 50 in 2022 down to 45 in 2023. While student teacher trust increased from a score of 67 in 2022 to 69 in 2023 and School-wide Future Orientation increased from a score of 52 in 2022 to 55 in 2023, the other indictators, especially school safety, decreased. Through a more thorough analysis of the remaining Supportive Environment data, the following became evident. Expectations for Postsecondary Education has declined over a three-year period from a score of 54 in 2021, 53 in 2022, to a 42 in 2023. The greatest decrease occured in Safety from a score of 28 in 2022 to a 15 in 2023. Kennedy's focus last year was on developing a Climate and Culture Committee (C³) dedicated to addressing the tardiness to class and providing incentives for students to do better. There was

Metrics

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

...ano providing incentives for students to do better. There was no BHT last year.

What is the feedback from your stakeholders?

Based on feedback from the Instructional Leadership Team and review of attendance and behavioral data, Kennedy HS has partially implemented student experience Tier 1 Healing Centered supports, including SEL curricula, and restorative practices. Kennedy HS has partially implemented students having equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. Kennedy HS was once again a Community Schools Inititive grant recipient and ran numerous after-school programs for students based on their interests. Our attendance coordinator, Student Special Services Advocates, and Attendance Office staff have partially implemented an intentional re-entry plan that facilitates attendance and continued enrollment for students with extended absences or chronic absenteeism upon re-entry in school.

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

There is still too large a percentage of students not engaging in after-school programs. There are too many students who are not connected to the school or feel a sense of PRIDE in coming to John F. Kennedy HS.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

For the 2024 School Year, Kennedy HS will form a Behavioral Health Team. The monitoring of student connectedness and wellbeing data will be a priority.

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Kennedy High School's annual plan is partially developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or Partner curricula (6th-12th). Our Counseling Department is ASCA Ramp Certified and utilize the Senior Seminar classes to deliver College and Career Competency Curriculum. Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th) through Senior Seminar and Composition Classes and an entirely freed College and Career Coaching Position. Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). Kennedy HS annually hosts a career fair and provides career exploration opportunities for students with partners in the form of work programs and the IB Career Program. Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). John F. Kennedy High School has an active Postsecondary Leadership Team (PLT) that meets monthly in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). Our College and Career Coach along with our Counselor and Senior Seminar Teacher serve a dual role Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Graduation Rate
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
				Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th)	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Based on feedback from the Instructional Leadership Team and the Post-Secondary Leadership Team our pre-COVID pandemic college going rate was 74%; however, it has declined post-pandemic. There is an increased interest in career...	9th and 10th Grade On Track
				Cultivate (Relevance to the Future)

	Using the associated references, is this practice consistently implemented?	References	
	(6th-12th).		
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	

post-pandemic. There is an increased interest in career pathways on the part of our students versus exclusively a college focus. Based on student needs, Kennedy HS has begun annually hosting Career Fairs to provide students with information on trade schools and alternate career pathways. Kennedy's Exploring Computer Science Teacher has been approved for Advanced Placement Computer Science and we continue to explore opportunities to expand our career training offerings for students.

Freshmen Connection Programs Offered (School Level Data)

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

There is an increased interest in career pathways on the part of our students versus exclusively a college focus. Based on student needs, Kennedy HS has begun annually hosting Career Fairs to provide students with information on trade schools and alternate career pathways. Kennedy's Exploring Computer Science Teacher has been approved for Advanced Placement Computer Science and we continue to explore opportunities to expand our career training offerings for students.

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

There is an increasing number of students who do not see college as a post-secondary option. Providing access to alternate pathways where our students all have a postsecondary plan is an important gap that we as a school need to address.

　Partnership & Engagement

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Based on the 5 essentials, our score went up by two percentage points for involved families from 47 to 49. The area that we still seem to struggle with is Teacher Parent Trust since 2021. However, we have moved back up since 2022 in the area of parent influence in decision-making around the school.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

There are definitely different parent and student committees that exist at Kennedy. Metro Family Services as a partnership has tried to foster a link between the community and the school with adult programs that exist in our school like Yoga and Zumba. We still need more support on our PAC, but our BAC and LSC are strong parent groups within our school. We currently did not have a report for our Cultivate Survey due to lack of responses, which we intend to change this year with a plan created by our counselors.

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

There are student voice committes who have been involved in making changes to policies at Kennedy High School that ensure equity school-wide. However, there are certain students that feel there is not a place for their voice, especially our most vulnerable students.

Through our Student Support Center, we have been able to reach out to our vulnerable students who need support. Hiring two new members of our student support team has provided more supports around our Tier 2 and 3 students. As a partner school with EOS, the data we receive has given us information on specific students who are capable of being in college-level courses but might choose not to enroll in those classes. This is our opportunity to use the trusted individuals that they have to make a concerted effort to reach out to them.
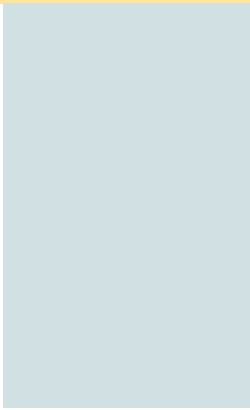
Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Using our recent PSAT and SAT scores, we had a decrease; some exceed in overall scores in PSAT/SAT

Drop in reading performance for 9th grade and increase in performance for 10th grade

Freshmen to Sophomore are staying consistent in their scores, slight increase
Consistently has lower approaching/exceeding benchmarks.

Drop in math performance for 9th and 10th
Students come to Kennedy with less Math skills

Freshmen to Sophomore are staying consistent in their scores, slight increase
Can we compare cohort growth: 9th to 10th to 11th

What is the feedback from your stakeholders?

Support in Math
We currently have a Math Lab available to all students who need support one on one as well as a place to be re-assessed on skills where students may have struggled.
How do we meet those benchmarks

English and composition classes taken together boost scores

Fail algebra? Slim to none chances of graduating

What supports are available for juniors and seniors?
Freshman and sophomores have supports; interventions
Is there a math lab 3 for juniors?
Can Ms. Mensick support juniors during lunch when she does not have students coming to labs?
Have another person that can support her?

Deficits in rising juniors because of missed instruction in 7th and 8th grade

Stability of scores is positive

2018-2019 38% jump in math scores due to planned changes

Juniors do not have the support
Students who go get the support are already the kids who already enjoy a level of success
Mandatory strategic pull out for the students in the red/yellow?

Devoting dedicating time to each grade level to determine what each grade level of students need

Senior Center, level of interventions

ILT focus on the gap at the Junior level.

Junior teachers have a focus on the SAT
Have to think about some intervention and supports for this grade level too

9th grade team all
10-12th only three or four in the cohort who amplify information to the rest of the teachers who teach in that grade level.

Master schedule shows department chairs
Moving towards a suburban model where Dept chairs have admin degrees and can observe/coach/ evaluate teachers
Lead the team in what you know best
Stronger alignment

SS missing representation
How can we include this dept.?
Mr. Szkapiak can assume the lead and will email team
Invite a member to come to the ILT meetings, and not necessarily be dept chair

What student-centered problems have surfaced during this reflection?

Students are not making substantial growth on PSAT/SAT and are remaining the same. We have hit a stagnant point in our scores. How is this translated in what happens in the classroom? Students are not all experiencing a highly rigorous and culturally responsive curriculum based on what the data is telling us.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

9th and 10th grade on track teams are in place and this year we will have a devoted 9th and 10th grade interventists. We see gaps at the 11th grade in a committe of teachers dedicated to that grade level. We are currently addressing how we will approach grade level meetings and how we can include all grade level teams in that process. This year our goal is to have every student have a trusted individaul based on data from our EOS survey.

Determine Priorities

What is the Student-Centered Problem that your school will address in this Priority?

Students...

are not all receiving high quality curriculum leading to growth on standardized tests, and students do not all have access to intentional academic interventions to support future skill growth in all their core classes.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

What is the Root Cause of the identified Student-Centered Problem?

[5 Why's Root Cause Protocol](#)

As adults in the building, we...

might not be delivering the curriculum in appropriate ways that strengthen students' growth and skills (progress monitoring, informal and formal assessment utilization, student centered).

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

provide all teachers with differentiated support in developing teachers' expectations for student success, standards/skill development knowledge, and pedagogical expertise

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

then we see....

instructional tasks requiring analysis and knowledge utilization, increased student engagement in discourse, and increased student agency in the classroom

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

increased student achievement on grade-level standards, improved skill development, sense of community, and belief in their own abilities and success.

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

Dates for Progress Monitoring Check Ins

Q1	10/31/23	Q3	4/12/24
Q2	1/5/24	Q4	5/31/24

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Full review and feedback provided for all curriculum maps.	Administration and Department Chairs	September 30, 2023	In Progress
Action Step 1	Department Chairs will initially go over their own department curriculum and provide specific feedback to their teams.	Department Chairs	September 15, 2023	Select Status
Action Step 2	Administration will provide feedback to teams that they oversee.	Administration	September 30, 2023	In Progress
Action Step 3	IB MYP Coordinator/DP Coordinator will provide feedback with alignment to IB.	IB/MYP Coordinators	September 15, 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Internal Walkthroughs to assess the fidelity of the curriculum map implementation and provide feedback on quality of instruction observed.	Administration and Department Chairs	October 27, 2023	In Progress
Action Step 1	Department Chairs/Lead Coaches will be visiting classrooms providing initial informal feedback.	Department Chair/ Lead Coaches	September 29, 2023	Select Status
Action Step 2	Leadership Team will conduct internal walkthroughs to progress monitor quality of instruction and practice shifts.	Leadership Team	Week of October 10	Select Status
Action Step 3	Admin will provide feedback to the staff and have them analyze the data to determine team action steps.	Administration	October 27, 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

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Curriculum & Instruction

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Implementation Milestone 3	Analyze student performance and mastery of standards to measure effectiveness of teaching and curriculum.	Administration and Department Chairs	November 9, 2023	*Select Status*
Action Step 1	Teachers will meet weekly in TCTs to discuss student classroom data (Unit Assessments) and anaylze student work.	Teachers	Ongoing	*Select Status*
Action Step 2	Provide feedback on Final Exams to determine alignment to standards and skills.	Department chairs/Coaches	December 8th and May 23rd	*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	With continued feedback around curriculum and the use of learning walk data we will see more consistency around highly rigorous and vertically aligned instruction.
SY26 Anticipated Milestones	With continued feedback around curriculum and the use of learning walk data we will see students taking ownership of class discourse.

Return to Top

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
41% of all students will be meeting the ERW benchmark and 19% of our students will be meeting the Math benchmarks on the SAT.	No	PSAT (EBRW)	Overall				
			Select Group or Overall				
60% of students earning Bs or better in English and Math.	Yes	Grades	Latino Male				
			Students with an IEP				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers in all content areas develop, monitor, and refine curriculum maps that are standards aligned.		
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers in all content areas refine curriculum maps to ensure that instruction is standards aligned and culturally responsive; referencing Skyline, MYP/DP, and SEL standards.		

Select the Priority Foundation to pull over your Reflections here =>

Select a Practice

| **SY24 Progress Monitoring**

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
41% of all students will be meeting the ERW benchmark and 19% of our students will be meeting the Math benchmarks on the SAT.	PSAT (EBRW)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
60% of students earning Bs or better in English and Math.	Grades	Latino Male			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers in all content areas develop, monitor, and refine curriculum maps that are standards aligned.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers in all content areas refine curriculum maps to ensure that instruction is standards aligned and culturally responsive; referencing Skyline, MYP/DP, and SEL standards.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Progress Monitoring

Select the Priority Foundation to pull over your Reflections here =>

Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Using our EOS report and the 5 Essentials report, the ILT observed there was a decrease in student peer relationships; it could be discipline issues. Academically, students are hungry to be challenged. There is a correlation between that hunger with the pandemic. They missed out... Math; we need to make interventions that are successful for students that are behind or off- track and see what is not working... Overall academic press of the 5 essentials is where we should focus. Are they being challenged? Overall we did well in terms of student feedback, instructionally.

What is the feedback from your stakeholders?

Our ILT has been focused on leading the work with our practice shifts and discussing student work to make informed decisions around curriculum and instruction. Our next step is supporting departments around analyzing their own classroom data and providing Tier 1 supports for their group of students who still may need interventions or enrichments.

What student-centered problems have surfaced during this reflection?

Based on student surveys done through EOS and the 5 Essentials survey, Kennedy students are primed for rigorous lessons and challenging assignments. This is also confirmed on our qualitative data in Learning Walks on the lack of quality student-to -student discussions. However, based on the surveys we are also aware that students seek supports and interventions in order to meet grade level standards and skills in order to meet the rigorous demands of their classes.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

This year we have hired 9th and 10th grade interventionists who will provide specific interventions for those grade levels. They will also be part of our MTSS Team since they are already part of our on-track teams. We also want to make sure that all grade levels have supports as needed besides the 9th and 10th grade. We realize that our on-track groups are successful in terms of the contacts with students and interventions given, but this has to happen at all grade levels. We plan to be more intentional in providing time during professional development to have these discussions and supports. This is where our MTSS Team will be leading the work around our upper grade levels. Our MTSS Team will be able to track/monitor progress through the BM Platform.

Return to Top   Determine Priorities

What is the Student-Centered Problem that your school will address in this Priority?

Students...

have not been provided Tier 2 and 3 interventions focused completely around the MTSS Integrity Memo, where the team uses the platform of Branching Minds to monitor progress and effectively assess the interventions used.

Resources: 🚀

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top   Root Cause

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

do not have teams and structures in place where we monitor intentional interventions and supports. We need to make sure all of our priority groups including our most vulnerable students feel supported and have a trusted adult.

Resources: 🚀

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   Theory of Action

What is your Theory of Action?

If we....

develop a strong MTSS Team that includes all stakeholders (interventionists, counselors, case managers, student advocates, teachers) who monitor and communicate which students need support and the types of interventions that are needed

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

students who can meet and exceed grade level standards and are prepared to be challenged with rigorous work ✍

which leads to...

students feeling supported and trusted to engage in student discourse to demonstrate their understanding and taking ownership of their own learning. ✍

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

MTSS Team/Interventionists

Dates for Progress Monitoring Check Ins

Q1	10/31/23	Q3	4/12/24
Q2	1/5/24	Q4	5/31/24

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	100% of teachers will be able to use Branching Minds as a tool for uploading and providing interventions.	Admin	Semester 1	In Progress
Action Step 1	100% of teachers and support staff have been given professional development around Branching Minds and its platform.	MTSS Coordinator	Q1	Completed
Action Step 2	100% of teachers will have completed a family outreach.	AP Ortiz	Q1	In Progress
Action Step 3	All 9th and 10th grade students will complete STAR 360.	9th and 10th Grade English Teachers	Q1	Completed
Action Step 4	100% of students will have received Tier 1 interventions.	Classroom Teachers	Semester 1	In Progress
Action Step 5				Select Status
Implementation Milestone 2	100% of students will have access to MTSS interventions.	MTSS Team		Select Status
Action Step 1	Math interventionist is made available to all students during their lunch periods	Ms. Mensik	Q1	Completed
Action Step 2	9th and 10th grade interventions are released from two periods to do pullout services for our Tier 2 and 3 students.	Principal	August 2023	Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	75% of classrooms observed during rigor walk will show evidence of quality student discourse.	ILT	January 2024	In Progress
Action Step 1	Teachers will have opportunities to attend professional learning around student discourse and agency in the classroom.	Teacher Leaders	August 2023	Completed
Action Step 2	Landscape Walk will provide initial data around student discourse and agency in the classroom	Network Team	September 2023	In Progress
Action Step 3	BOY, MOY, and EOY data will be used to monitor progress of implementation milestone.	ILT and Network Team	June 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Kennedy High School will have a strong MTSS Team in place that are focused on providing appropriate interventions and monitoring our Tier 2 and 3 students.	✍

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones	Kennedy High School will have a strong MTSS Team in place that are focused on providing appropriate interventions and monitoring our Tier 2 and 3 students and will have developed a specific academic plan around our Tier 2 and 3 students.

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
90% of Tier 2 students have returned to the Tier 1 list.	Yes	MTSS Academic Tier Movement	Students with an IEP				
			Overall				
100% of our Tier 2 and 3 students have received some kind of intervention.	Yes	9th and 10th Grade On Track	Overall				
			Select Group or Overall				

Numerical Targets [Optional]

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will consist of all stakeholders that provide direct interventions and/or monitor interventions including teachers, interventionists, Case Managers, and other support staff that will meet biweekly to focus on our Tier 1 and 2 students.	The MTSS Team will consist of all stakeholders that provide direct interventions and/or monitor interventions including teachers, interventionists, Case Managers, and other support staff.	
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	AP Ortiz will be part of the MTSS Team created at Kennedy that will focus on interventions and progress monitoring our Tier 2 and 3 students through the BM Platform for gains and student growth and success.	AP Ortiz will be part of the MTSS Team created at Kennedy that will focus on interventions and progress monitoring our Tier 2 and 3 students through the BM Platform for gains and student growth and success.	
Select a Practice			

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
90% of Tier 2 students have returned to the Tier 1 list.	MTSS Academic Tier Movement	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
100% of our Tier 2 and 3 students have	9th and 10th Grade On	Overall			Select Status	Select Status	Select Status	Select Status

received some kind of intervention.   Track

Select the Priority Foundation to
pull over your Reflections here =>

Select Group or Overall

Inclusive & Supportive Learning Environment

				Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will consist of all stakeholders that provide direct interventions and/or monitor interventions including teachers, interventionists, Case Managers, and other support staff that will meet biweekly to focus on our Tier 1 and 2 students.	Limited Progress	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	AP Ortiz will be part of the MTSS Team created at Kennedy that will focus on interventions and progress monitoring our Tier 2 and 3 students through the BM Platform for gains and student growth and success.	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

☑ 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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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.

☑ At the request of parents, 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.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ 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.

☑ 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.

☑ 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.

☑ 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.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ 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.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

☑ 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.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

John F. Kennedy High School
2023 – 2024 School and Parent/Guardian Compact

John F. Kennedy High School administration and staff, parents/guardians and students participating in activities, services and programs funded by Title I, Part A of the Elementary and the Secondary Education Act (ESA) agree that this compact outlines how the parents/guardians, the entire school staff and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership that will help the students achieve the state high standards.

John F. Kennedy High School administration and staff will:

• Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the state's student academic

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

☑ Provide up to date monthly fund reports to PAC officers

☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support