

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4444 School Name: JOHN F KENNEDY HIGH SCHOOL SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	73.33%	-	-	52.48%	Overall Rating for Academic Achievement: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	18.55%	
		W	-	-	50.00%	-	-	33.28%	
		S	-	-	50.00%	-	-	28.57%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	46	-	-	54	
		M	-	-	99	-	-	40	
		W	-	-	81	-	-	53	
ELP	-	-	-	-	-	62			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:  <b>Approaching</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate  <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate  <b>86.7%</b> using a 6 year grad rate</p>	<b>Meets</b>	<p>Overall Rating for Postsecondary &amp; Workforce Readiness:  <b>Meets</b></p>
	<p>Disaggregated Graduation Rate  <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	<b>Meets</b>	
	<p>Dropout Rate  <b>Expectation:</b> At or below state average overall.</p>	<b>3.6%</b>	<b>1.4%</b>	<b>Meets</b>	
	<p>Mean Colorado ACT Composite Score  <b>Expectation:</b> At or above state average.</p>	<b>20.0</b>	<b>17.5</b>	<b>Approaching</b>	

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a> for public viewing at <a href="http://www.schoolview.org">www.schoolview.org</a>

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment			
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	CGP Capacity Building School	In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program.

**Section II: Improvement Plan Information**

**Additional Information about the School**

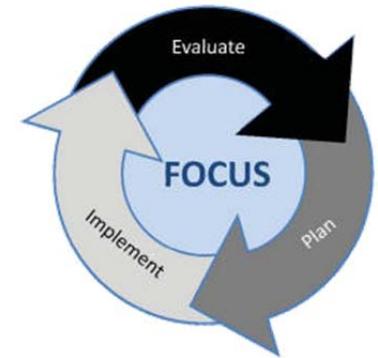
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)		
<input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jeannie Peppel, Principal
	Email	Jean_peppel@dpsk12.org
	Phone	720-423-4300
	Mailing Address	2855 S. Lamar Street Denver 80227
2	Name and Title	Doug Jackfert, German Echevarria, Chris Enzminger: Assistant Principals
	Email	
	Phone	
	Mailing Address	2855 South Lamar Street Denver 80227

School Code: 4444

School Name: JOHN F KENNEDY HIGH SCHOOL

**Section III: Narrative on Data Analysis and Root Cause Identification**

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in the Unified Improvement Planning Handbook.



**Data Narrative for School**

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current 52performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

**Data Narrative for School**

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p><b>Review Current Performance:</b> Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>		<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>		<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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**Narrative:**

**Narrative:**

John F. Kennedy High School located in Southwest Denver has a rich tradition within the community. Generations of families have crossed through the portals of our high school and graduates frequently return as alumni to support the mission of John F. Kennedy High School (JFK). Our educational offerings are as diverse as our population of students. As a part of the Southwest Family of IB schools, we are authorized to offer the IB Middle Years Programme (9-10 grades), and the IB Diploma Programme (11-12 grades). Additionally, JFK offers many Advanced Placement courses, Project Lead The Way, concurrent enrollment with CU Succeed, Developmental courses and Career Technology Education. With an ever changing student population, we also offer many support classes for English Language Learners, Intervention Programs to support the learning needs of our population, as well as hosting several programs for students with special needs. Recently, JFK was named an ELL focus school by Denver Public Schools. This will enable JFK to secure more resources for our language learners. JFK is a Title 1 school which serves the needs of students whose families qualify for Free and Reduced Lunch.

approximately 73% of our entire student population.

In the spirit of collaboration and because of the diverse needs of our school, every effort was made to include all members of the staff and community during the development of the UIP. First, the School Leadership Team (SLT) and Teacher Leaders (TL) were included in predevelopment conversations and reflections of data during district wide meetings prior to the beginning of the school year. Next, the school leadership team met with our Area Superintendent and her team to review TCAP and SPF data, identify trends, and develop a strategy to rewrite the UIP. Part of the plan required that all teachers become stakeholders in the process of the UIP development. Teacher met with members of the school leadership team and Teacher Effectiveness Coaches (TECs), advised of the UIP as a guiding document to support and enhance the quality teaching and programming within JFK. The staff was randomly divided into 8 groups and provided TCAP data. Each group had a randomly chosen leader and scribe and were provided with procedures of analyzing the data, identifying years of highest growth (within past 5) years of lowest growth, ethnicities of students that were highest achieving and lowest achieving, development of root causes (broken down in a T-chart to identify causes within our control to take action on and those that we cannot control in order to remind them that there are elements we can't control and that we need to recognize that and move forward), teachers were then asked to provide suggestions for next steps. Their thoughts and findings are reflected throughout this UIP as are the thoughts and reflections of others that took part in this development process.

In review of JFK's data, we did not make state or district expectations for math or writing but did meet state expectations for growth in reading. However, with regards to status JFK did not meet expectations in reading, writing, or math. JFK did not meet the targets as set in the previous year's UIP. It is from reflection of the data that we chose our targets which will enable us to increase both our student growth percentiles and our status in reading, writing, and math. Our priority performance challenges target areas that will improve each of these areas student performance and change the overall content delivery methods throughout our building in order to best meet the needs of our diverse student body.

As a part of the UIP process, trend analysis showed that we saw a peak in our performance in the 2010 school year. Since 2010, our school's data has shown a decreasing trend in the status and a slow decline in academic growth. With the exception of 2009, our minority students have been out performed in median growth percentiles (MGPs) in Math and have a slight variation in reading and writing MGPs. In the area of status for the past 5 years, minority students have been outperformed in reading, writing, and math by significant margins. Likewise, our Special Education students have also been out performed in both status and MGP compared to the state special education performance in the areas of reading, writing, and math. While our English Language Learners data reflects that they are making gains in growth, we are still significantly behind in the area of status for reading, writing, and math. In the area of science, we had set a previous goal of 31% proficient and advanced status and missed our target by 6%. However, prioritization of priority challenges indicated a need for concentration in the areas of reading, writing, and math across all subject matter.

In doing the data trend analysis, JFK staff also identified priority performance challenges in the areas of status and growth.

In the area of status the following were identified:

- Overall achievement in reading and writing has increased but a significant gap still exists between minority/non-minority
- In the areas of reading and writing, our English Language Learners (ELL) students have been out performed by non-ELL students for the past 5 years in status. As an area of growth, our Median Growth Percentile of our ELPs grew from 38 MGP in 2012 to 62 MGP in 2013.
- The number of students that are proficient and advanced on the CSAP/TCAP math test is stagnant and far below both district and state expectation.

In the area of growth, growth gaps, and college readiness the following were identified:

- MGP increased from 2012 to 2013 for the following groups in Reading: ELLs, FRL, Minority, Sped

- Math is below district expectations 9<sup>th</sup> grade MGPs are lower than 10<sup>th</sup> grade
- Special Education MGP in reading, writing, and math are below state expectations.
- Support for Post-Secondary Readiness and high stakes testing (ie. ACT prep)

As previously stated, the root causes of the areas in need of improvement came from a collaboration of teachers and staff diving deeply into the data. This process helped the Kennedy staff to not only see the root causes, but also de-compartmentalize their thought process and share out across curriculum. The cohesiveness and conversation from this process is still evident in teacher conversations and accountable talk throughout the building.

After identification of the top priority challenges, JFK set the following major improvement strategies:

- Implement effective systems for monitoring student achievement in order to use data to drive instruction and increase student achievement.
  - By implementing effective systems for monitoring student achievement/growth and using data to drive instruction, teachers will be able to effectively target deficiencies within their classrooms and see trends in deficiencies across similar classes. This will allow our educators to backfill areas of deficiency for students and allow for greater student achievement, higher student growth scores, and increase student academic confidence at JFK. Additionally, effective data analysis and progress monitoring will allow us to measure the effectiveness of the intervention programs that we are providing to our students; enabling us to make decisions in the future for programming that best meet the need of our students.
- Improve teachers' instructional practice in the area of masterful content delivery with a particular focus on the development of rigorous content/language objectives and implementation of strategies to improve all students' use of academic language.
  - By improving instructional practice with the focus on masterful content delivery, our teachers will be exposed to new ideas and methods of delivering content. Increasing the awareness of content language objectives and an increase in the use of academic language will help our students grow academically and make connections across curriculum. Embedded within this strategy is a specific focus on techniques of providing instruction for English Language Learners along with methods of infusing academic language, sheltering instruction, and strategies to improve literacy development.
- Improve Post-Secondary Readiness for the success of all students in college or career.
  - By focusing on improving post-secondary readiness, we will be able to close our achievement gap between our populations on the ACT. This will be accomplished by taking into account the needs of our students in planning and scheduling activities such as ACT prep courses. In addition, we will also provide credit recovery opportunities for all students that are in need of making up credits from previously tried courses. By providing these opportunities, we will be able to increase our on-time graduation rates.
- Increase and improve Parent Engagement (Title 1)
  - As rich as the JFK community is in help from alumni and parents, we can always use more parental involvement in the lives of our students. Studies have shown that the more involved parents are with their student's school the more that the student will take out of their school experience. As a part of this improvement plan JFK staff will make a concerted effort to increase the number of parent contacts regarding attendance, grades, and positive behaviors as well as challenges that could be impeding the student's ability to grow academically. As an additional step in this process, JFK will begin to reach out to our families that speak languages other than English in the home. This will be accomplished through the initiation of the B-PAC (Bilingual-Parent Advisory Committee). The B-PAC will serve as both an advisory committee to the school and from the school to our community.

We believe that by implementing the above strategies JFK will be able to raise test scores in the areas of reading, writing, math, and science. This belief is largely based on the fact that learning is a cross curricular activity. As our students learn new specifics of content they will be able to carry over into other areas of content. This is a skill that is required for the 21<sup>st</sup> century learner and we will provide these opportunities to all students in attendance at JFK.

Our teachers and staff worked hard in a collaborative environment to develop the areas above to increase performance in status and growth for our students. During the course of this process they were also asked to do some deep reflection and honest feedback as to what some of the root cause were those had led us to these performance levels. Their commitment to honest reflection took a level of dedication and courage unmatched in most professions. That being said, JFK identified that a root cause for the decline in reading status was largely due to a lack of effective progress monitoring. In writing the staff felt that the lack of consistency in teaching strategies and an alignment with proficiency on TCAP and our standard grading practices also contributed to the student scores declining. In the area of math, JFK noted a root cause as being a lack of alignment between the school's planning and pacing to the district recommended planning and pacing guides. This caused the benchmark data to be largely discarded and ineffective for progress monitoring in math.

As mentioned, JFK was intentional to include the voice of all stakeholders in the UIP development process. Utilizing this input and feedback has enabled us to identify key improvement strategies, root causes, and disparities in the data and students that make up JFK. As such, we conclude that these goals represent our most urgent priorities and will enable us to make substantial growth in the future.

Our April Revisions include eliminating some action steps that were no longer appropriate for our work. Our status as an ELA-E Program has increased our focus on preparing all teachers to meet the needs of our students through increased academic language, collaborative structures and instructional strategies (CLOs) that clearly define the intended learning and how students will be expected to demonstrate proficiency.

**Worksheet #1: Progress Monitoring of Prior Year's Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators		Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)		R: 57% P/A	R: 52%	We did not meet the Status targets due to inconsistent progress monitoring and implementation of data cycles second semester.
		M: 27% P/A	M: 18%	
		W: 39% P/A	W: 34%	
		S: 38%	S: 29%	
Academic Growth		R: 59	R: 53.5	
		M: 55	M: 40	
		W: 60	W: 53	
		ELP: 51	62	
Academic Growth Gaps		R: +2:	Minority/Non 2012: 51/53 2013: 53/59.5	
		M: +2	2012: 48/51 2013: 40/38	
		W: +1 Non-Minority	2012: 50/49 2013: 51/58	
Post-Secondary & Workforce Readiness	Graduation Rate	90%	4 Yr: 78.52 Best: 86.69	
	Disaggregated Grad Rate	85%		

Performance Indicators		Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Dropout Rate	Decrease by 2%	1.4%	
	Mean ACT	19	17	

**Worksheet #2: Data Analysis**

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																														
Academic Achievement (Status)	<p><b>Reading Achievement:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Reading Overall P/A</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td></td> <td>56%</td> <td>55%</td> <td>50%</td> <td>47%</td> <td>52%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Reading % Advanced</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td></td> <td>3%</td> <td>5%</td> <td>2%</td> <td>1%</td> <td>2%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade Level Status</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup></td> <td>52%</td> <td>52%</td> <td>46%</td> <td>47%</td> <td>49%</td> </tr> <tr> <td>10<sup>th</sup></td> <td>62%</td> <td>57%</td> <td>55%</td> <td>48%</td> <td>54%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Reading Status Disaggregated</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>49%</td> <td>52%</td> <td>42%</td> <td>45%</td> <td>49%</td> </tr> <tr> <td>Non ELL</td> <td>59%</td> <td>56%</td> <td>54%</td> <td>48%</td> <td>53%</td> </tr> <tr> <td>FRL</td> <td>51%</td> <td>49%</td> <td>46%</td> <td>43%</td> <td>47%</td> </tr> <tr> <td>Non FRL</td> <td>62%</td> <td>65%</td> <td>58%</td> <td>57%</td> <td>65%</td> </tr> <tr> <td>Minority</td> <td>52%</td> <td>52%</td> <td>45%</td> <td>44%</td> <td>45%</td> </tr> </tbody> </table>	Reading Overall P/A	2009	2010	2011	2012	2013		56%	55%	50%	47%	52%	Reading % Advanced	2009	2010	2011	2012	2013		3%	5%	2%	1%	2%	Grade Level Status	2009	2010	2011	2012	2013	9 <sup>th</sup>	52%	52%	46%	47%	49%	10 <sup>th</sup>	62%	57%	55%	48%	54%	Reading Status Disaggregated	2009	2010	2011	2012	2013	ELL	49%	52%	42%	45%	49%	Non ELL	59%	56%	54%	48%	53%	FRL	51%	49%	46%	43%	47%	Non FRL	62%	65%	58%	57%	65%	Minority	52%	52%	45%	44%	45%	<ul style="list-style-type: none"> <li>Overall achievement in reading is improving, and gap still exists with minority and FRL Students</li> <li>The number of students that are proficient and advanced on the CSAP/TCAP math test is stagnant and far below both district and state expectation.</li> </ul>	<p><b>Reading</b></p> <p>Intervention teachers were not using a specified targeted intervention program.</p> <p>Last year was the first year of intervention program.</p> <p>Inconsistent progress monitoring of data for reading.</p> <p>Strategies to improve reading were not implemented throughout the building as a whole.</p> <p>Independent Learning Plan (ILP) inconsistent in development and maintaining accurate progress.</p> <p>Change in demographics without change in methodology to meet the needs of a growing minority and FRL</p>
Reading Overall P/A	2009	2010	2011	2012	2013																																																																												
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
Non-Minority	68%	65%	69%	66%	73%	<ul style="list-style-type: none"> <li>Writing scores are significantly below the state standard.</li> <li>In the areas of reading and writing, our English Language Learners (ELL) students have been out performed by non-ELL students for the past 5 years in status.</li> </ul>	population.	
Sped	16%	13%	8%	11%	10%		<b>Writing</b>	
State Sped	24%	22%	21%	22%	22%		Inconsistent approach to teaching writing across all subjects.	
<p><b>Reading Trends:</b> Overall reading achievement at John F. Kennedy High School has decreased over the past five years from 56% to 52% proficient and advanced with the percent of minority students decreasing from 52% to 45% and Special Education students are significantly lower than state SPED students (22%) and are both below the state and federal target of 73.3%.</p>							No standard expectation across subject matter for writing assignments.	
<b>Math Achievement:</b>								School wide rubric for scoring writing is not in place.
Math Overall % P/A	2009	2010	2011	2012	2013	Common understanding of what grade level proficient work looks like for TCAP does not exist.		
	15%	20%	20%	17%	18%			
Math % Advanced	2009	2010	2011	2012	2013			
	1%	3%	3%	3%	3%	Change in demographics without change in methodology to meet the needs of population.		
Grade Level Status	2009	2010	2011	2012	2013			
9 <sup>th</sup>	14%	21%	19%	18%	17%			
10 <sup>th</sup>	15%	18%	20%	15%	19%			
Math Status Disaggregated	2009	2010	2011	2012	2013			
ELL	13%	17%	21%	20%	18%	<b>Math</b> Intervention teachers were not using a specified targeted intervention program.		
							Last year was the first year of intervention program.	

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	Non ELL	15%	21%	19%	15%	18%	<p>Inconsistent progress monitoring of data for math for all students.</p> <p>Lack of alignment to standards and district recommended pacing guides.</p> <p>Inconsistent instructional practices and focus</p>																																									
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<p><b>Math Trends:</b> Overall math achievement at John F. Kennedy High School has remained stagnant over the past five years from 15% to 20% to 18% proficient and advanced although the percent of minority students (11%) and SPED students (1%) are significantly lower than non-minority students (42%) and are both below the state and federal target of 33.52%.</p> <p><b>Writing:</b></p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Writing Overall P/A</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td></td> <td>34%</td> <td>31%</td> <td>33%</td> <td>29%</td> <td>34%</td> </tr> </tbody> </table> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Writing % Advanced</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td></td> <td>2%</td> <td>3%</td> <td>2%</td> <td>1%</td> <td>2%</td> </tr> </tbody> </table> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade Level Status</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup></td> <td>33%</td> <td>28%</td> <td>30%</td> <td>26%</td> <td>35%</td> </tr> <tr> <td>10<sup>th</sup></td> <td>37%</td> <td>34%</td> <td>36%</td> <td>31%</td> <td>32%</td> </tr> </tbody> </table>							Writing Overall P/A	2009	2010	2011	2012	2013		34%	31%	33%	29%	34%	Writing % Advanced	2009	2010	2011	2012	2013		2%	3%	2%	1%	2%	Grade Level Status	2009	2010	2011	2012	2013	9 <sup>th</sup>	33%	28%	30%	26%	35%	10 <sup>th</sup>	37%	34%	36%	31%	32%
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Sped	62	48	48	44	34																																																				
State Sped	43	42	43	44	43																																																				

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes														
	Writing MGP Disaggregated	2009	2010	2011	2012	2013																
	ELL	64	49.5	60	53	55																
	Non ELL	55	54	54	47	51																
	FRL	60	50	56	48	54																
	Non FRL	56	57	55	53	48																
	Minority	61	51	55	48.5	51																
	Non-Minority	51	56	58	53	58																
	Sped	61	45	39	35.5	31																
	State Sped	40	41	43	44	45																
	<p><b>Writing Growth Gaps Trends:</b> Since 2009, our MGPs for disaggregated groups have overall declined except for our Non-Minority group which has increased.</p>																					
Postsecondary & Workforce Readiness	<p><b>Graduation Rate:</b></p> <table border="1" data-bbox="485 1122 1304 1256"> <thead> <tr> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>80.2%</td> <td>82%</td> <td>86.7% using 6 year grad rate</td> </tr> </tbody> </table> <p><b>4-year Disaggregated Graduation Rate:</b></p> <table border="1" data-bbox="485 1349 1157 1450"> <thead> <tr> <th>Group</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>75%</td> <td>78%</td> <td>%</td> </tr> </tbody> </table>						2011	2012	2013	80.2%	82%	86.7% using 6 year grad rate	Group	2011	2012	2013	White	75%	78%	%	<p>Our graduation rate continues to increase for all groups. Of note, the Black student numbers are all below 10 students.</p> <p>We meet state expectations for</p>	<p>ACT scores do not meet the state expectation of 20. We need to be more intentional with our overall ACT preparation beginning in grade 9.</p>
2011	2012	2013																				
80.2%	82%	86.7% using 6 year grad rate																				
Group	2011	2012	2013																			
White	75%	78%	%																			

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes				
	Black	40%	54%		Graduation Rate, Disaggregated Graduation Rate and Dropout Rate.					
	Hispanic	78%	78%							
	SPED	44%	56%							
	<b>Graduation Trend:</b> Overall graduation rates have increased and meets the expectation of the state.									
	<b>Dropout Rate:</b>									
	2010	2011	2012	2013						
	3.2%	1.2%	1.8%	1.4%						
	<b>Dropout Trend:</b> Dropout rate has declined since 2010 due to a focused effort to engage students in committing to finishing high school. This rate meets expectations of the state.									
	<b>ACT Achievement:</b>									
		2009		2010			2011		2012	
	SS	%CR	SS	%CR	SS	%CR	SS	%CR	SS	%CR
Composite	17.2	24	17.4	27	18.5	33	18.2	34	17.5	29
Reading	17.4	29	17.8	23	18.6 17.4	30	17.4	25	17.7	31
Math	17.4	13	17.5	15	18.1	20	18.4	24	17.5	14
English	15.8	33	16	33	17.8	44	18.3	54	17	42
Science	17.9	10	17.9	12	18.8	16	18.1	12	17.3	10

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
	<p><b>2013 ACT Disaggregated Achievement:</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Composite</th> <th>English</th> <th>Reading</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>ACT Benchmark</td> <td>20</td> <td>18</td> <td>21</td> <td>22</td> <td>24</td> </tr> <tr> <td>White</td> <td>20</td> <td>20</td> <td>20</td> <td>19</td> <td>20</td> </tr> <tr> <td>Hispanic</td> <td>17</td> <td>16</td> <td>17</td> <td>17</td> <td>16</td> </tr> <tr> <td>ELL</td> <td>17</td> <td>16</td> <td>17</td> <td>17</td> <td>17</td> </tr> </tbody> </table> <p><b>ACT Trends:</b></p> <p><b>IB/AP Passing Rates:</b>                      IB Pass rates for 2013 are at 64% of students scoring a 4 or better. While our AP Course enrollment and AP Test taking rates have increased, our AP Pass rate has not increased .</p>	Group	Composite	English	Reading	Math	Science	ACT Benchmark	20	18	21	22	24	White	20	20	20	19	20	Hispanic	17	16	17	17	16	ELL	17	16	17	17	17		
Group	Composite	English	Reading	Math	Science																												
ACT Benchmark	20	18	21	22	24																												
White	20	20	20	19	20																												
Hispanic	17	16	17	17	16																												
ELL	17	16	17	17	17																												

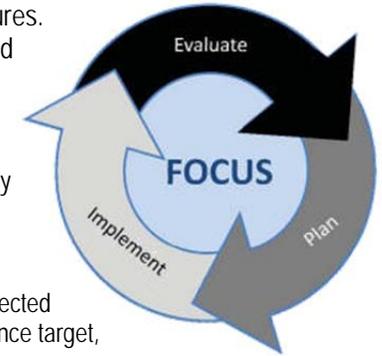
## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

### School Target Setting Form

**Directions:** Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Our priority need is to increase reading TCAP achievement levels	58%	63%	District Fall and Spring Interim Measures and teacher generated progress monitoring tools	Implement effective strategies for progress monitoring Improve Masterful content delivery
		M	Our priority is to increase math TCAP achievement of all groups	25%	30%	District Fall and Spring Interim Measures Data Cycles aligned to ELGS	Implement effective strategies for progress monitoring Improve Masterful content delivery
		W	Our priority is to increase writing achievement of all groups focusing on our minority groups	38%	44%	District Fall and Spring Interim Measures and teacher generated progress monitoring tools	Implement effective strategies for progress monitoring Improve Masterful content delivery
		S	Science scores are below the state standard of 50%. Currently JFK is at 29%	35%	41%	District Fall and Spring Interim Measures and teacher generated progress monitoring tools	Implement effective strategies for progress monitoring Improve Masterful content delivery
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	MGP has increased from the previous year by 2 points from 51.5 to 53.5 and exceed the state standard	55+	60+	District Fall and Spring Interim Measures and teacher generated progress monitoring tools	Implement effective strategies for progress monitoring Improve Masterful content delivery
		M	MGP has declined by 9 percentile from the previous year 9 <sup>th</sup> grade MGP fell to 30 from 46	50+	55+	TCAP, District Benchmarks, and teacher generated progress monitoring tools	Implement effective strategies for progress monitoring Improve Masterful content

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			and are below the state standard				delivery
		W	MGP has increased by 4 from 49 to 53 but still falls below the state standard (81)	58+	62+	District Fall and Spring Interim Measures and teacher generated progress monitoring tools	Implement effective strategies for progress monitoring Improve Masterful content delivery
		ELP	ELP ACCESS MGP increased to 62 from 38 on CELA	65	70	District Fall and Spring Interim Measures and teacher generated progress monitoring tools Can Do indicators, ISA team Body of Evidence	Implement effective strategies for progress monitoring Improve Masterful content delivery
Academic Growth Gaps	Median Growth Percentile	R	Minority 53 Non-Minority 59.5	Increase both by +3	Increase both by 3+	District Fall and Spring Interim Measures	Implement effective strategies for progress monitoring Improve Masterful content delivery
		M	Minority 40 Non-Minority 38	Increase both to 50	Increase a both to 55+	District Fall and Spring Interim Measures and teacher generated progress monitoring tools	Implement effective strategies for progress monitoring Improve Masterful content delivery
		W	Minority 51 Non-Minority 58	Increase both to 60 +	Increase both to 65+	District Fall and Spring Interim Measures and teacher generated progress monitoring tools	Implement effective strategies for progress monitoring Improve Masterful content delivery
Postsecondary & Workforce Readiness	Graduation Rate	Meets	82%	88%	SPF results and progress monitoring , credit checks, interventions, transitions	Post Secondary Plans	
	Disaggregated Grad Rate	Meets			SPF results and progress monitoring, credit checks,	Post Secondary Plans	

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					interventions	
	Dropout Rate	Meets	1%	0%	Transitions and progress monitoring	Post Secondary Plans
	Mean CO ACT	Need to increase to 20 or above	18	19	Princeton Review materials, ACT prep, Daily warm-ups, practice tests	ACT Plan/Post Secondary

**Action Planning Form for 2013-14 and 2014-15**

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Implement effective systems for monitoring student achievement in order to use data to drive instruction and increase student achievement

**Root Cause(s) Addressed:** Ineffective progress monitoring \_\_\_\_\_

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)
- Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Analyze student work to include short constructed responses, with focus on students that are partially proficient	Nov, 2013	continue	Departments, TECs, and Administration	General Fund	Nov. 2013, From data baseline of student performance is established. Continue through the spring and begin fall 2014	Ongoing through Data Team Inquiry Cycle
Norm proficiency in writing aligned to TCAP/IB/AP standards across all subjects  Review school-wide writing expectations	Dec, 2013		Departments, TECs, and Administration	General Fund	Dec. 2012, school wide writing rubric developed, shared and implemented by teachers.	Continue
Establish ISA Team to progress monitor ELL students	Sept 2012 Continue May 2014		ISA Members	Title 3	Sept. 2012, ISA team submitted to district ELA department.  Training of all ISA Team members October 2013	Completed forming team, continue monitoring the process
ISA Team monthly meetings to analyze and monitor student achievement and	Sept. 2013-		ISA Members	Title 3	Monthly, ISA meeting agenda,	In Progress

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organizational commitment to ELL students	May 2014			minutes and attendance sheet	
Continue to develop intervention programming to enrich academic success for students identified as needing targeted interventions.	Sept. 2013- May 2014	Intervention Coordinator	Title 1	May 2013, students are identified by specific need, intervention programs are specific to targeted needs of population  Monthly, progress monitoring  Bi-Annual, assessment of intervention program effectiveness	In Progress
Math department alignment of course programming to the district ELGs and planning and pacing guide.	Sept. 2013 through May 2015	Math Department and assigned administration	Collaborative planning	Sept. 2013, planning and pacing will be aligned to the recommended district planning and pacing and monitored by assigned administrators.	Completed
Progress monitor IB/AP courses	Sept. 2013 through June 2015	IB Diploma Coordinator, AP Coordinator, AP and IBDP teachers	Collaborative planning weekly	Weekly progress checks, AP workshops, Diploma feedback	Ongoing through test administered May 2014 and 2015
Clearly focused and monitored collaborative planning by departments in the collaboration room.	January 2013-2014	Leadership Team	Weekly collaboration planning sessions in the collaboration room with the leadership team	Highly developed lesson plans for common courses with required elements. Evidence of the plans through observations by the leadership team.	In progress and ongoing. Will reflect on changes needed in December 2013

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** Improve teachers' instructional practice in the area of masterful content delivery with a particular focus on the development of rigorous content/language objectives and implementation of strategies to improve all students' use of academic language **Root Cause(s) Addressed:** Strategies to improve reading throughout the building as a whole, change in methodology to meet needs of changing population, inconsistent approach to teaching writing across all subjects,

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)
- Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Utilize Framework for Effective Teaching indicators I1 and I4 to assess instructional practices with admin and TEC walk through.	Oct. 2013- May 2014	August 2014 to May 2015	Teachers, TECs, Leadership Team		LEAP Feedback reports	In Progress
Staff participates in ELA –E qualification trainings <ul style="list-style-type: none"> <li>• NEI (Content Language Objectives)</li> <li>• ELA 101</li> <li>• Academic Language in content areas</li> <li>• Sheltering Instruction</li> <li>• Foundations of English Language Acquisition</li> <li>• Language acquisition and cultural understanding</li> <li>• Literacy Development for ELL</li> <li>• Transitioning Strategies for ELLs</li> </ul>	2012-2014		Teaching staff, TECs, and school leadership	Title 1	Monthly. Feedback from teacher leaders (TL) and SLT. Weekly, focused walk through to collect data on implementation of ELA strategies (TECs and Admin) Weekly, attendance at ELA PD	In Progress <b>NEI Completed</b> <b>ELA 101 Completed</b> <b>Academic Language Completed</b> <b>Sheltering Instruction</b> Begun semester 2 <b>Foundations Completed</b> March 2013
Utilize Framework for Effective	Oct.		Teachers,	NA	Weekly, collection and	In Progress

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Teaching indicators I1 and I4 to assess instructional practices with admin and TEC walk through.	2013- May 2015		TECs, Administration		analysis of data using online observation protocol	
Provide opportunities for teachers to collaborate on their LEAP areas of focus.	Oct. 2013- May 2015		PLC	NA	Monthly, Agenda and implementation of strategies in classroom noted through LEAP observations.	In Progress
Teachers will receive LEAP observations by school administrators and peer observers (when assigned).	Sept. 2013- May 2014	Continue 14-15	Teaching staff, administrators, and peer observers	NA	Monthly, post observation feedback (written or conversation)	In progress
Develop a plan to build capacity of Teacher Leaders (TL) in implementing professional development for staff (ELA PD, Data teams, common planning)	Oct 2013- May 2014		Teacher Leaders		Sept 2012 – May 2014, utilize Gradual Release of Responsibility Framework to assess capacity	

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #3:** Improve Post-Secondary Readiness for the success of all students in college or career

**Root Cause(s) Addressed:** The comprehensive Post-Secondary Readiness Plan was not fully implemented.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
<p><b>Academic Systems</b></p> <p>1.1 The school provides and implements rigorous curriculum that is focused, coherent, appropriately challenging and that prepares students for college-level work. How are curricula vertically articulated and aligned to ensure that students are college and career ready before graduation?</p> <p>1.2 The school assessment measures are used to intentionally inform students and parents about their level of college preparedness. How are you using this information to inform students and their parents of the student’s progress towards becoming college and/or career ready?</p> <p>1.3 The school teaches self-management skills and academic behaviors and expects students to use them. How are you teaching these skills to all students?</p>						
<p><b>Academic Systems</b></p> <p>Improve ACT Scores for all Juniors:</p> <ul style="list-style-type: none"> <li>• Provide ACT Practice in English and Math Classes</li> <li>• Provide access to online Naviance Prep Me and Princeton Review to all juniors</li> <li>• Implement an Intentional / Differentiated ACT Prep Program based on the Princeton Results to all students during lunch, after school or Saturday sessions.</li> </ul> <p>Increase the Percent of Students Scoring 3, 4 or 5 on AP Exams:</p> <ul style="list-style-type: none"> <li>• Provide Advanced</li> </ul>	<p>Fall 2013 – Spring 2014</p> <p>January 2014</p>		<p>English and Math Teacher, English Teacher Leader, Counselors and Assistant Principal</p>	<p>General Fund; District Support</p>	<ul style="list-style-type: none"> <li>• Student Attendance at Prep Sessions</li> <li>• Counselors monitor Prep Me completion rates</li> <li>• ACT Practice results evaluated in common planning</li> </ul>	
	<p>Fall 2013 - Ongoing</p>		<p>Advanced Placement</p>	<p>-SEI/College Readiness</p>	<ul style="list-style-type: none"> <li>• Student</li> </ul>	

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<p>courses</p> <p>Refine and improve our system to monitor and increase On-track to Graduate rates:</p> <ul style="list-style-type: none"> <li>The use of targeted data to identify students in need of supports, interventions, and or transitions</li> <li>Supports provided by Attendance team and Academic Interventions to allow students to improve On-Track to Graduate rate</li> <li>Freshmen/Senior Contract Counseling meetings with students and family</li> <li>Apex/Credit Recovery provided during school day for under-credited students</li> <li>Apex/Credit Recovery provided after-school for all under-credited students of all grades</li> <li>Dual-enrollment provided for 12th grade only in conjunction with Respect Academy</li> <li>8th to 9th Grade Transitions Continuum Meeting with all parties necessary to provide support as needed to incoming Freshmen</li> </ul>	<p>Fall 2013 – Ongoing</p>		<p>Leadership team, Counselors, Attendance Team, Truancy Paraprofessionals, Community/Parent Liaison, Apex Pro-Tech, Core Content Teachers, Transitions Liaison, Multiple Pathway Schools</p>	<p>-CGP Grant (Extra-Duty Pay) -General Fund -Credit Recovery Grant</p>	<ul style="list-style-type: none"> <li>Segment Data report</li> <li>Monthly Credit Summary</li> <li>Counseling “Box Sheets” to monitor student progress toward graduation</li> <li>92% attendance goal</li> </ul>	
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<p>Increase the number of students who earn 12 college credits before they graduate from JFK:</p> <ul style="list-style-type: none"> <li>• Increase the number of students enrolled in IB/AP/Concurrent Enrollment Courses</li> <li>• Increase the number of offerings available to student by aligning our course offerings</li> <li>• Completing the adjunct process for more teachers in order to offer more Concurrent Enrollment</li> <li>• Provide Advanced Placement study/test prep sessions</li> <li>• Implementation of predicted scores for all students in AP courses to drive instruction and differentiated test prep</li> <li>• Test Prep material/texts to assist in Test Prep</li> <li>• Professional development provided by the OCCR in the area of Advanced Placement</li> <li>• Provide online AP Test Exam Practice via Apex</li> <li>• Provide access to ALEKS program in all our intervention courses</li> </ul>	<p>Fall 2013 – Ongoing</p>		<p>Advanced Placement Teachers, Honors Teachers, Counselors, OCCR, Math Teachers, English Teachers, Intervention Teachers, Intervention Coordinator, Leadership team, Counselors, CCD, Gear Up Counselors</p>	<p>-SEI/College Readiness Funds -General Fund -Early College Grant -Credit Recovery Grant</p>	<ul style="list-style-type: none"> <li>• Increase the number of students enrolled in AP/IB/Concurrent Enrollment courses by 5%</li> <li>• Increase the number of students who score a 3, 4, or 5 on the AP Exam/4 or better on the IB exam/ and or C or better in a Concurrent Enrollment course by 5%</li> <li>• Increase the number of students earning 12 college credits before graduation by 5%</li> </ul>	
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<p><b><u>Social Capital with College &amp; Career Planning</u></b></p> <p>2.1 The school communicates progress toward college and career readiness goals. How do you ensure your families receive this information? How do you recognize progress towards post-secondary preparedness?</p> <p>2.2 The school develops and coordinates intentional partnerships for college and career readiness. Do you intentionally collaborate with district entities to meet College and Career Readiness goals?</p> <p>2.3 The school shows a commitment to providing professional development around PEPs emphasizing College and Career Readiness. What is the nature of your PD? How are you informing your staff of College and Career Readiness (Faculty meetings, emails, etc.)</p>					
<p><b><u>Social Capital with College &amp; Career Planning</u></b></p> <p>Support all JFK seniors with college application process:</p> <ul style="list-style-type: none"> <li>• DSF support to all students in the areas of Post-Secondary Readiness and FAFSA</li> <li>• Counseling Department provides support and content on the college application process and timelines</li> </ul> <p>Support all JFK Seniors with FAFSA:</p> <ul style="list-style-type: none"> <li>• DSF support to all students in the areas of Post-Secondary Readiness and FAFSA</li> <li>• DSF sponsored Bilingual FAFSA Nights</li> </ul> <p>Increase the percentage of students continuing post-secondary education:</p> <ul style="list-style-type: none"> <li>• DSF support to all students in the areas of Post-Secondary Readiness and FAFSA</li> </ul>	<p>Fall 2013 – Ongoing</p>	<p>DSF, Counseling Department, Intervention Coordinator, SAL, Counselors, Assistant Principal, RRCC/CCD, English Department, CTE Department, OCCR</p>	<p>-DSF -SEI/College Readiness Funds - General Fund</p>	<ul style="list-style-type: none"> <li>• Reports that record the number of students who have applied for a Post-Secondary option and completion of FAFSA.</li> <li>• Data collection on the number of FAFSA completions and a total amount of scholarship money awarded</li> <li>• Increase in Accuplace scores and ACT scores and a smaller percentage of students in need of college remediation</li> <li>• Increase the number of students continuing post-secondary education (2 year, 4 year, or Career Readiness) by 5%</li> </ul>	

<ul style="list-style-type: none"> <li>• Counseling Department provides support and content on the college application process and timelines</li> <li>• Share Post -Secondary Readiness Data with each Junior.</li> <li>• Hold "Contract" meetings with the Families of each Freshman and Seniors</li> <li>• Counseling Department provides Spring and Summer Melt Support Meetings to bridge the transition from application to enrollment to attendance</li> <li>• Providing professional development to all faculty and staff in order to understand and support the post-secondary goals of the school and district</li> </ul>						
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**College and Career Going Culture**

- 3.1 The school provides students with opportunities to complete PEPs. When and how do you provide opportunities for students to engage in PEP activities?
- 3.2 The school shows a commitment to developing a comprehensive school-counseling program. How are your building administrators actively supporting the counselors in developing a comprehensive school-counseling program?
- 3.3 The school engages students, families, and the community in the college and career readiness process. How does your school engage students & their families with intentionality?
- 3.4 The school offers one or more CTE programs as an elective option. How does your school use workforce trend data and student career interest data to determine CTE offerings?
- 3.5 The school shows a commitment to all teachers including workforce readiness skills in their curriculum. How do core academic teachers use project –based assignments to teach problem solving, creative/critical thinking, cultural awareness, collaboration, civic responsibility and work ethics?
- 3.6 The school develops a comprehensive approach to partnering with pre-collegiate programs. How does your school engage pre-collegiate programs with intentionality?
- 3.7 The school systematically collects and analyzes college and career related data. How are you reviewing and using data to improve your College and Career Readiness programs?

<p><b><u>College and Career Going Culture</u></b>          Increase the percentage of faculty, staff, students and parents participating in the College Readiness process</p> <ul style="list-style-type: none"> <li>• Host College Fairs/Organize college visits</li> <li>• Exploration of college and careers through college visits, college fair, college representative visits, internships, and research</li> <li>• Availability of translators for parents during community events</li> <li>• Variety of co-curricular and extra-curricular activities available to all</li> <li>• College Spirit Days/College Monday</li> <li>• College Pennants and Wall of Fame</li> <li>• Arrange job shadows/internships</li> <li>• Parent information sessions</li> <li>• Career and college visits</li> <li>• Financial aid information nights</li> <li>• Students search for Scholarships</li> <li>• Apply to at least one Post-Secondary Institution</li> <li>• Complete ALL PEP requirements</li> <li>• Complete FAFSA</li> <li>• Share Post -Secondary</li> </ul>	<p>Fall 2013 - Ongoing</p>		<p>-Counseling Department, Faculty, Leadership Team, DSF, Counselors, College Partners, CTE Resource Specialist/Career Connection Experience Coordinator</p>	<p>-DSF -SEI/College Readiness Funds -General Fund</p>	<ul style="list-style-type: none"> <li>• Counselors schedule PEP meetings with students throughout the year. Teachers are included in these meetings. Set realistic goals and review four times per year with faculty and staff.</li> <li>• Detailed reports to measure increase in parent/student attendance to College visits and the College Fair.</li> <li>• Detailed report to measure increased parent participation at our JFK FASFA evenings and scholarship meetings</li> <li>• National Clearing House Report, AP/IB scores, CE grade reports, Remediation rate</li> </ul>	
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<p>Readiness Data with each Junior.</p> <ul style="list-style-type: none"> <li>• Hold "Contract" meetings with the Families of each Freshman and Seniors</li> <li>• Counseling Department provides Spring and Summer Melt Support Meetings to bridge the transition from application to enrollment to attendance</li> <li>• Providing professional development to all faculty and staff in order to understand and support the post-secondary goals of the school and district</li> </ul> <p>Continue developing a comprehensive school-counseling program</p> <ul style="list-style-type: none"> <li>• Dedicated times throughout the year for all students to work on PEPs</li> <li>• Dedicated collaboration time between Counselors, CTE, and core academic teachers</li> <li>• Faculty training around district programs (i.e. Naviance, College in Colorado)</li> <li>• Effective implementation of all components of PEP curriculum</li> <li>• Academic planning</li> <li>• Goal setting</li> <li>• Postsecondary and financial planning</li> <li>• PEP workshops for faculty and staff</li> </ul>						
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School Code: 4444

School Name: JOHN F KENNEDY HIGH SCHOOL

<ul style="list-style-type: none"> <li>• Share Post -Secondary Readiness Data with each Junior.</li> <li>• Hold "Contract" meetings with the Families of each Freshman and Seniors</li> <li>• Counseling Department provides Spring and Summer Melt Support Meetings to bridge the transition from application to enrollment to attendance</li> <li>• Providing professional development to all faculty and staff in order to understand and support the post-secondary goals of the school and district</li> <li>• Recognized ASCA Model Program (RAMP)</li> </ul>						
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #4:** Increase and Improve Parent Engagement (Title 1) **Root Cause(s) Addressed:** Parents have not been invited to participate at a level that would increase participation in English and Spanish.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- State Accreditation    
  Title I Focus School    
  Tiered Intervention Grant (TIG)    
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Host Back to School Night to bring in parents and help them understand how they can support their high school students. Support in English and Spanish.	2013-2014		Staff	Title 1 and school based budget	August, Sign in sheets	Completed
Introduce new ELA program at Kennedy to parents of ELA students at ELA Night.	Oct 22, 2012		ELD teacher, TECs and admin	Title 3	Oct 22 sign in sheet	Completed
B-PAC (Bilingual-Parent Advisory Committee) quarterly meetings to update community on our commitment to ELLs and receive input on programming.	2013-2014		ELA Teacher/ISA	Title 3	Quarterly, newsletter, parent sign in	In Progress
Increase parent and alumni support through Commander	Aug. 2013-May 2014		Parents and staff	Non-Profit	Quarterly, updates from Parent coordinator	In Progress

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Connection.					regarding number of volunteers and activities supported.	
Increase parent contacts regarding attendance, behavior (positive or concerning), and academic progress.	August 2013- May 2014		Staff	NA	Quarterly, access reports from IC showing number of contacts made.	In Progress
Provide additional support for parents of "At-Risk" students by doubling amount of students actively monitored by liaison and progress monitor academic and social achievement.	2013-2014		School parent/student/community liaison	Grant funded	Bi-annual reports, number of students on caseload, academic and social progress or status.	In Progress
College Financial Nights in English and Spanish	Fall 2013 through June 2014		Counselors, Volunteers, Denver Scholarship Foundation, Gear Up	NA	Majority of JFK Seniors will complete a FAFSA application	In Progress

**Section V: Appendices**

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)