

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **4444**      School Name: **JOHN F KENNEDY HIGH SCHOOL**      Official 2014 SPF: **3 Year**

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Overall achievement in math is below DPS "meets expectations."  
The percentage of JFK's seniors who graduate college and career ready as measured by ACT benchmarks is below state and federal expectation.

##### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

We hired a Math Coach for the 2015-16 school year to provide additional support with the math department and have not yet seen the benefits of the implementation. JFK teachers need more specific professional development focused on rigor and differentiation for students who struggle with mastery of specific standards. Past school improvement initiatives have been directed to all students within a grade level instead of targeting skills that may be "low" as assessed in a progress-monitoring tool. Teachers need support to systematically monitor student progress toward growth gaps. ACT specific plans need to be expanded.

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Major Improvement Strategies:  
In collaboration with DPS District Leadership, JFK staff, students, and parents, the JFK Leadership team developed and plan to implement the following Major Improvement Strategies beginning in January of 2015 and continuing August of 2015.

Major Improvement Strategy #1: Implement data driven systems to dramatically improve student achievement in Mathematics.

- Teachers will establish common instructional expectations and receive ongoing observation feedback to effectively implement those strategies

- Facilitate collaborative backward planning of units focused on CCSS Major Standards and Student Learning Objectives (SLOs)
- Math teachers will implement an assessment plan/calendar unique to each math course
- Administer common unit assessments and weekly exit tickets aligned to major standards and their SLO
- Analyze student performance and create instructional action plans to increase student mastery of major standards and SLOs
- Leaders will conduct regularly scheduled data focused conversations with each math teacher to evaluate student progress toward SLOs
- Align resources, including budget , staffing and professional development to plan for continued math improvement in 2015-16

Major Improvement Strategy #2: Improve teachers' instructional practice in the area of masterful content delivery.

- Provide targeted PD on the Framework for Effective Teaching indicators I4 and I6 to assess instructional practices.
- Provide opportunities for teachers to collaborate on their LEAP areas of focus.
- Develop a plan to build capacity of Teacher Leaders (TL) in implementing professional development for staff (ELA, Early College, MYP, PD, Data teams, common planning)
- Provide PD on concept based lesson planning using MYP Unit Planner and ManageBac in order for teachers to collaborate and develop rigorous lessons that are consistent across content areas

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

- Provide Math 050/055 and CCR 092 English Developmental Education courses for students who have been identified for Developmental Education courses
- Provide MyFoundations Math and English wrap-around services/courses for 11th-12th graders to increase college readiness scores.
- Provide Accuplacer Testing for 10th-11th graders to identify proper placement for Developmental Ed courses or 100 level courses
- Administer Princeton Review for all Juniors
- Implement an intentional / differentiated ACT Prep Program based on the Princeton Results to all students during lunch, after school, or Saturday sessions

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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### Pre-Populated Report for the School

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

#### Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
<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 current TIG award and does not need to meet those additional requirements.

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Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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## Section II: Improvement Plan Information

### Additional Information about the School

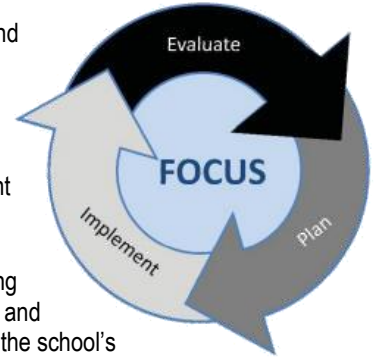
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jeannie Peppel
	Email	Jean_peppel@dpsk12.org
	Phone	720-423-4300
	Mailing Address	2855 South Lamar Street, Denver, Colorado 80227
2	Name and Title	Bradley Hardin, Assistant Principal
	Email	Bradley_Hardin@dpsk12.org
	Phone	720-423-4313
	Mailing Address	2855 South Lamar Street, Denver, Colorado 80227

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### 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 Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 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 performance, (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.

<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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state 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), if available. 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 strategy(s) is encouraged.</p>
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Narrative: John F. Kennedy High School is a public, non-charter school in the Denver Public Schools System originally opened in 1965. 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 which includes the new Energy and Engineering Pathway with Project Lead the Way and the High School of Business Pathway. 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, and we host 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

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and Reduced Lunch, which is approximately 73% of our entire student population. We also have made an intentional effort to recruit and retain highly qualified staff members by attending job fairs, recruiting events and through observations of potential additions to the JFK teaching staff.

#### Process for Data Analysis

The John F. Kennedy High School Leadership Team, the Collaborative School Committee (CSC), and the entire staff reviewed TCAP proficiency and growth data, School Performance Framework data, Post-secondary and workforce readiness data, enrollment and choice trends, attendance data, and discipline data. Root causes were verified during our collaboration and data team meetings with teachers and school leaders, and in partnership with our school's TEC, Early College Instructional Coach, and IB Coordinators and with our parent organizations. After conducting classroom observations and analyzing parent engagement, we also identified issues and celebrations regarding school culture and systems.

#### Review of Current Performance

JFK's SPF is Yellow, or "Accredited on Watch" for the 2014 – 2015 school year. Root cause analysis identified certain conditions which contributed to this overall score:

- Teachers cannot adequately reteach because they feel they need to cover all material in DPS pacing and planning.
- Teachers need additional time to effectively plan and analyze student work; data team leaders lack adequate training to effectively facilitate analysis and action protocols.
- Instructional changes based on data are inconsistently implemented; teachers need professional development on instructional strategies to engage all learners.
- Observation and feedback was inconsistently delivered.
- There was not dedicated time devoted to the transition into MYP "The Next Chapter," which necessitated the need for new Professional Development and training.
- CLOs need to be revisited, simplified and authentically aligned to classroom lessons and activities.
- The comprehensive Post-Secondary Readiness Plan was not fully implemented.
- Students still required Developmental Education courses to designate them as college ready.
- Fewer students were college ready as identified through the Colorado ACT.
- JFK had few teachers who had adjunct status with the Community Colleges and our course offerings were not extensive.

#### English Language Arts PARCC Data for 2015

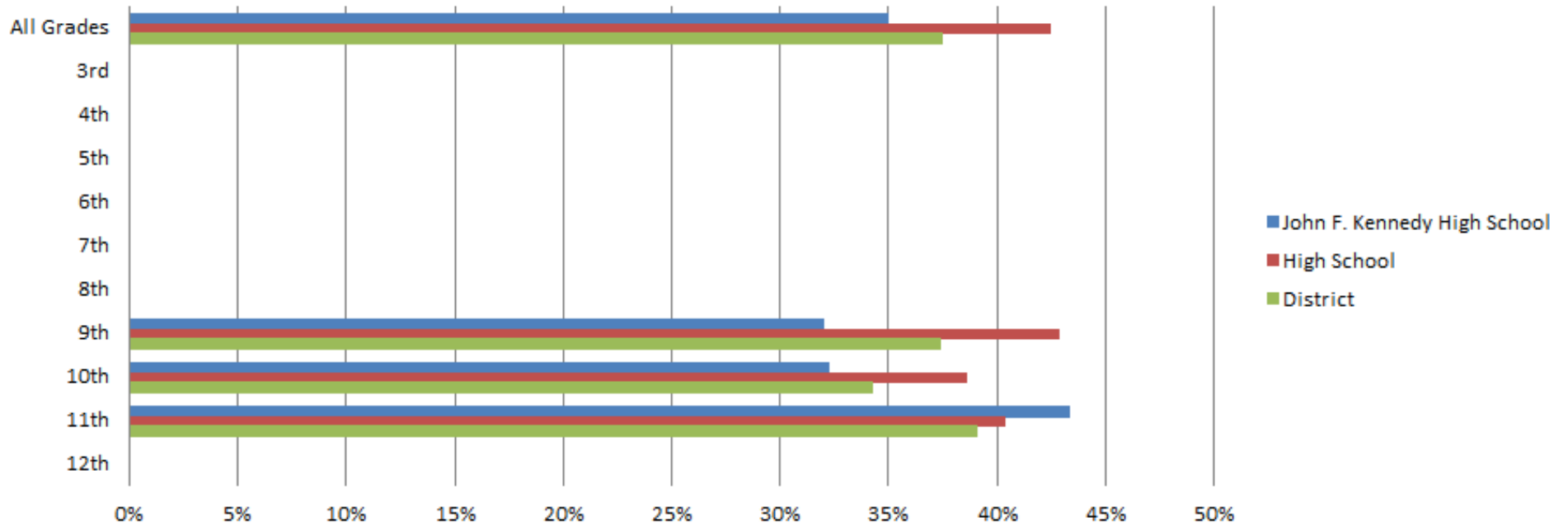
Grade	Test: All ELA Assessments / Subclaim: All ELA Subclaims									
	John F. Kennedy High School				High School			District		
	Count of Subclaims tested	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	3320	38.0%	26.9%	35.1%	36.8%	20.7%	42.6%	41.2%	21.2%	37.6%
3rd										
4th										
5th										
6th										
7th										
8th										
9th	1300	37.3%	30.6%	32.1%	34.6%	22.4%	43.0%	40.0%	22.5%	37.4%
10th	1175	44.8%	22.9%	32.3%	43.2%	18.1%	38.6%	47.2%	18.5%	34.4%
11th	845	29.8%	26.7%	43.4%	38.3%	21.3%	40.5%	38.8%	22.1%	39.1%
12th										

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## Percent Meets or Exceeds Expectations - Grade Level

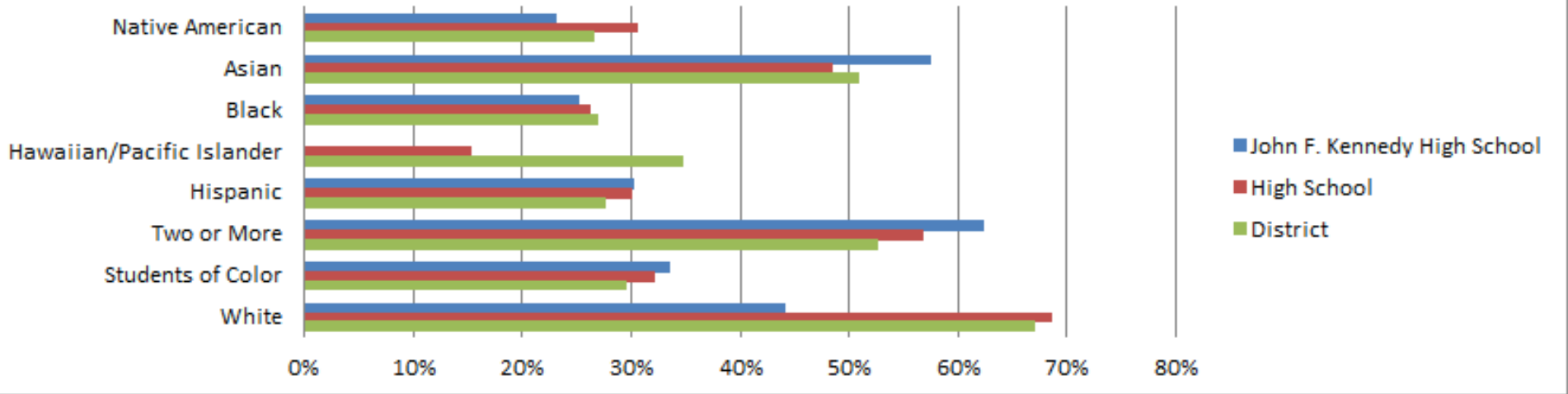


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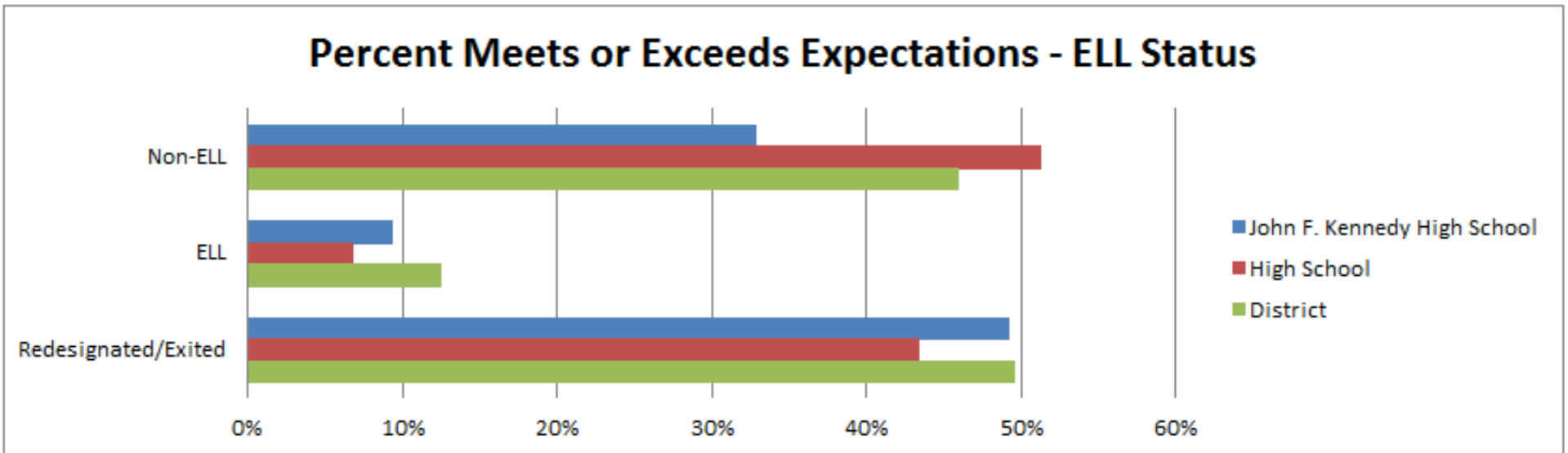
School Name: JOHN F KENNEDY HIGH SCHOOL

Race/Ethnicity	Test: All ELA Assessments / Subclaim: All ELA Subclaims									
	John F. Kennedy High School			High School			District			
	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Native American	30	26.7%	50.0%	23.3%	38.7%	30.7%	30.7%	50.2%	23.0%	26.8%
Asian	345	21.2%	21.2%	57.7%	32.8%	18.5%	48.7%	30.2%	18.8%	51.1%
Black	75	54.7%	20.0%	25.3%	52.4%	21.3%	26.3%	50.8%	22.1%	27.2%
Hawaiian/Pacific Islander	20	65.0%	35.0%	0.0%	51.5%	33.1%	15.4%	39.5%	25.7%	34.8%
Hispanic	2385	41.0%	28.5%	30.4%	45.8%	23.9%	30.3%	49.0%	23.2%	27.8%
Two or More	40	20.0%	17.5%	62.5%	25.0%	18.0%	56.9%	27.8%	19.4%	52.8%
Students of Color	2895	38.8%	27.5%	33.7%	44.9%	22.8%	32.3%	47.6%	22.7%	29.7%
White	425	33.2%	22.6%	44.2%	15.9%	15.4%	68.7%	17.0%	15.9%	67.2%

**Percent Meets or Exceeds Expectations - Race/Ethnicity**

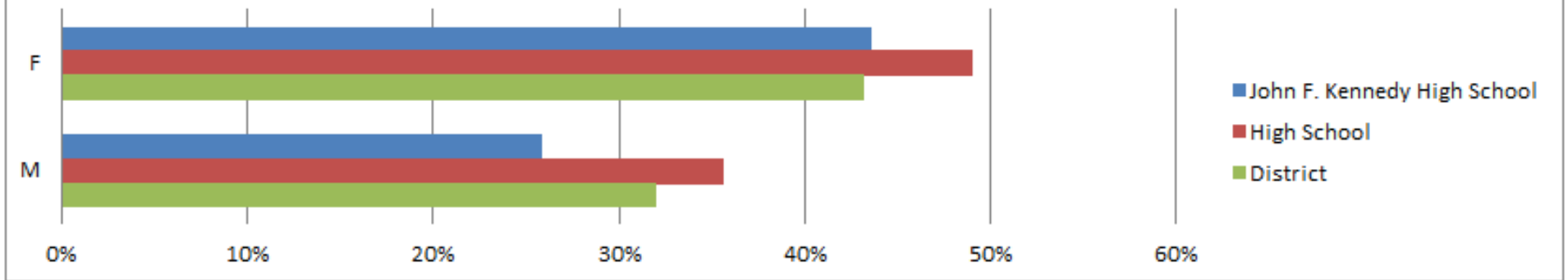


ELL Status	Test: All ELA Assessments / Subclaim: All ELA Subclaims									
	John F. Kennedy High School				High School			District		
	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Non-ELL	1850	40.5%	26.6%	32.9%	29.4%	19.3%	51.4%	34.2%	19.7%	46.1%
ELL	425	62.8%	27.8%	9.4%	76.6%	16.5%	6.9%	67.2%	20.2%	12.7%
Redesignated/Exited	1045	23.6%	27.1%	49.3%	29.1%	27.4%	43.5%	23.3%	27.0%	49.7%



Gender	Test: All ELA Assessments / Subclaim: All ELA Subclaims									
	John F. Kennedy High School				High School			District		
	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
F	1705	29.3%	27.0%	43.7%	30.2%	20.7%	49.1%	35.0%	21.7%	43.2%
M	1615	47.2%	26.8%	25.9%	43.6%	20.7%	35.7%	47.2%	20.8%	32.0%

## Percent Meets or Exceeds Expectations - Gender



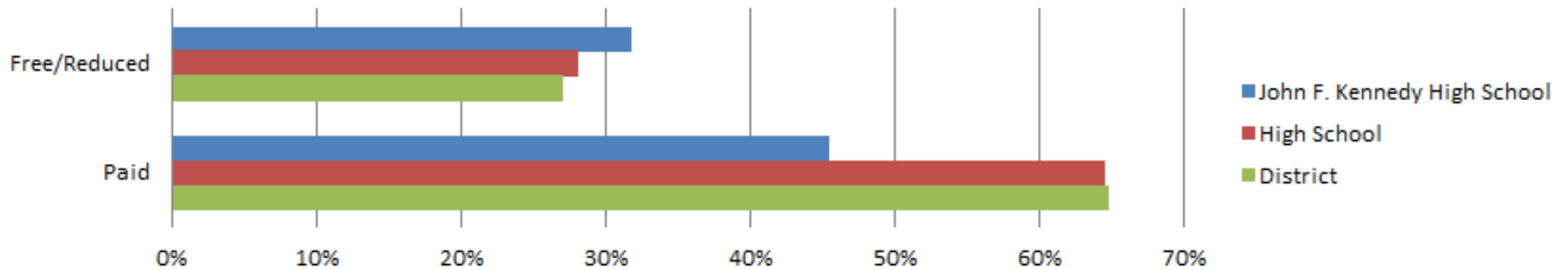
Test: All ELA Assessments / Subclaim: All ELA Subclaims

FRL	Count	John F. Kennedy High School			High School			District		
		%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Free/Reduced	2540	40.8%	27.3%	31.9%	48.6%	23.2%	28.2%	50.0%	22.9%	27.1%
Paid	780	29.0%	25.5%	45.5%	18.7%	16.8%	64.6%	18.2%	16.9%	64.9%

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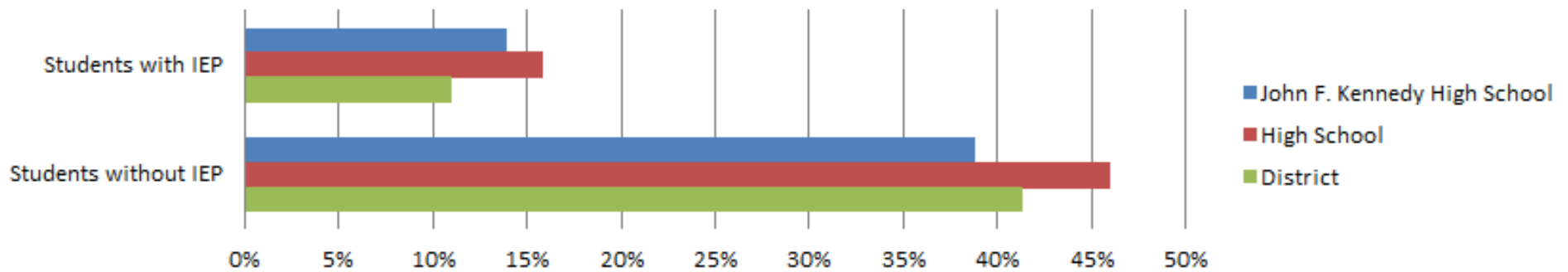
## Percent Meets or Exceeds Expectations - FRL



Test: All ELA Assessments / Subclaim: All ELA Subclaims

IEP Status	Count	John F. Kennedy High School			High School			District		
		%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Students with IEP	510	67.6%	18.4%	13.9%	67.5%	16.6%	15.9%	75.0%	14.0%	11.1%
Students without IEP	2810	32.7%	28.4%	38.9%	32.7%	21.2%	46.1%	36.3%	22.3%	41.4%

## Percent Meets or Exceeds Expectations - IEP Status



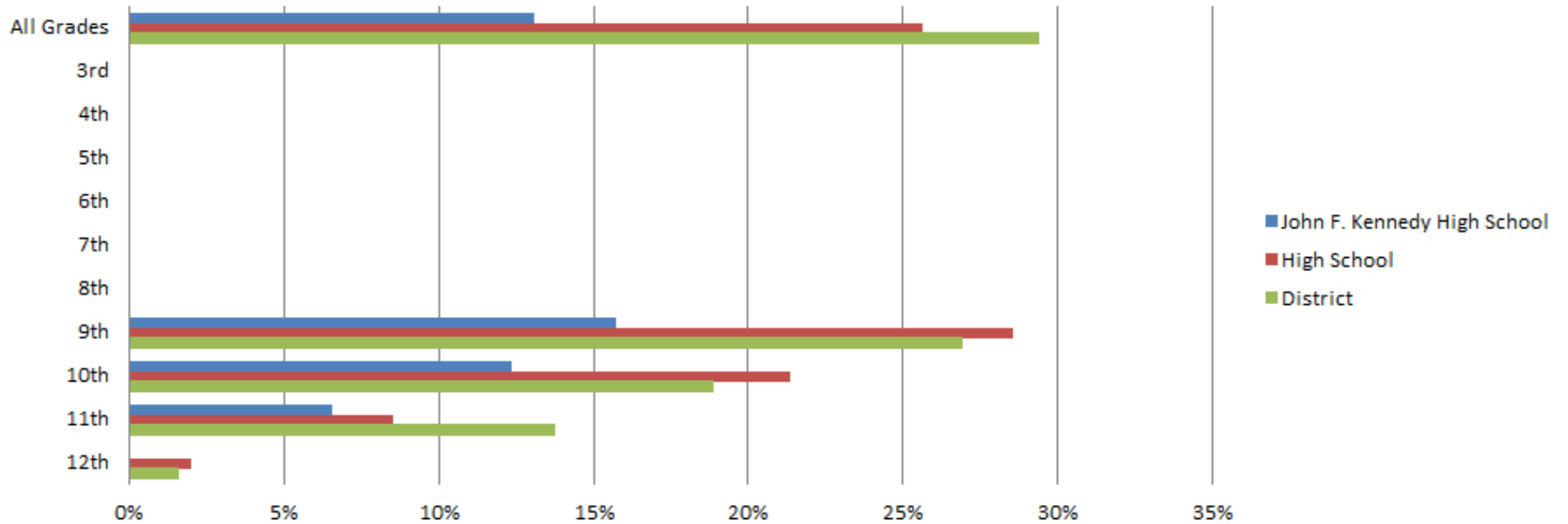
### Mathematics PARCC Data for 2015

Grade	Test: All Math Assessments / Subclaim: All Math Subclaims									
	John F. Kennedy High School			High School			District			
	Count of Subclaims tested	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	2268	59.7%	27.2%	13.1%	50.4%	24.0%	25.6%	46.2%	24.3%	29.4%
3rd										
4th										
5th										
6th										
7th										
8th										
9th	1068	53.0%	31.3%	15.7%	43.8%	27.7%	28.6%	47.1%	26.0%	27.0%
10th	888	62.6%	25.0%	12.4%	55.3%	23.3%	21.4%	56.9%	24.3%	18.9%
11th	288	72.2%	21.2%	6.6%	74.5%	16.9%	8.5%	67.7%	18.5%	13.8%
12th	24	95.8%	4.2%	0.0%	87.9%	10.1%	2.0%	87.4%	10.9%	1.7%

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## Percent Meets or Exceeds Expectations - Grade Level



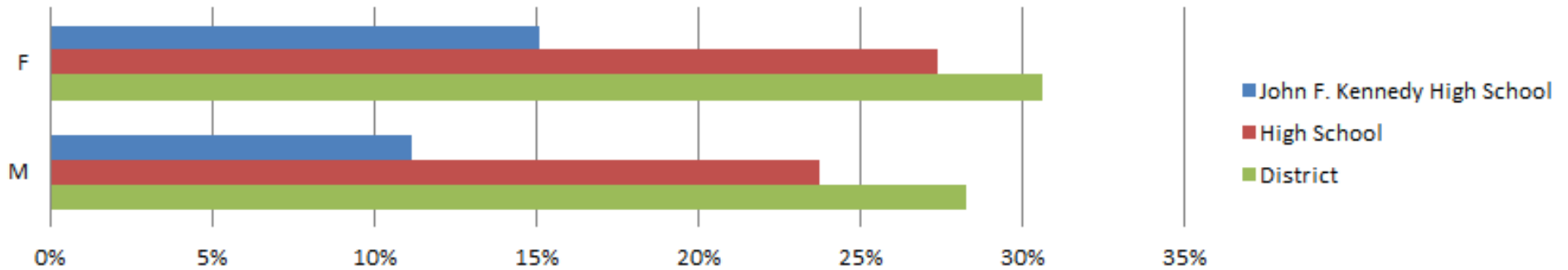
**Test: All Math Assessments / Subclaim: All Math Subclaims**

Gender	John F. Kennedy High School			High School			District			
	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
F	1104	54.5%	30.3%	15.1%	48.0%	24.6%	27.4%	44.2%	25.1%	30.7%
M	1164	64.5%	24.3%	11.2%	52.8%	23.4%	23.8%	48.2%	23.5%	28.3%

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## Percent Meets or Exceeds Expectations - Gender



Test: All Math Assessments / Subclaim: All Math Subclaims

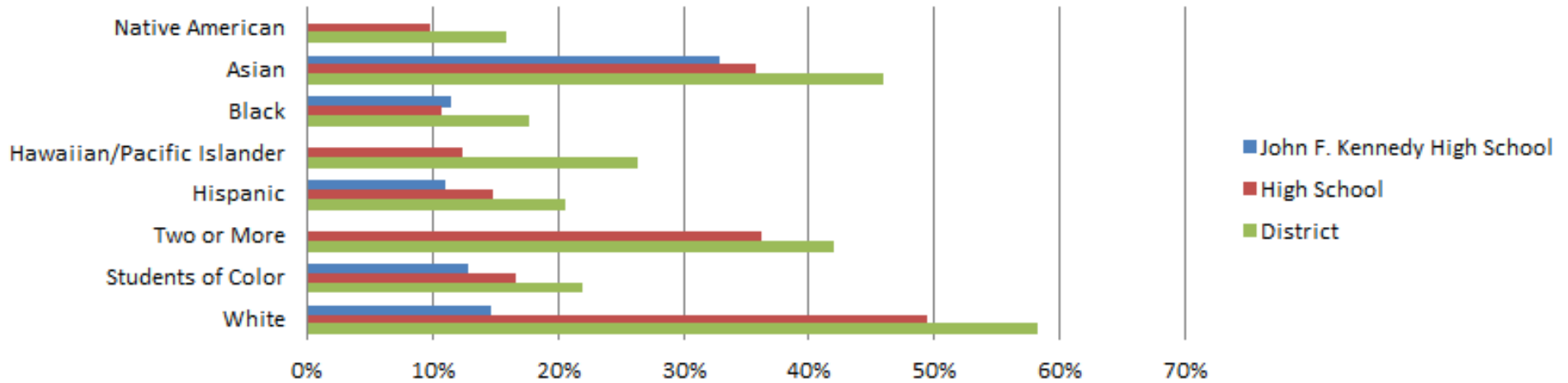
Race/Ethnicity	Count	John F. Kennedy High School			High School			District		
		%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Native American	20	65.0%	35.0%	0.0%	65.6%	24.6%	9.8%	60.6%	23.4%	15.9%
Asian	188	39.4%	27.7%	33.0%	39.9%	24.2%	35.8%	31.4%	22.7%	46.0%
Black	52	67.3%	21.2%	11.5%	67.6%	21.7%	10.7%	58.4%	23.8%	17.8%
Hawaiian/Pacific Islander	*				64.6%	22.9%	12.5%	47.7%	25.9%	26.4%
Hispanic	1680	62.4%	26.5%	11.0%	60.4%	24.7%	14.9%	53.4%	25.9%	20.7%
Two or More	24	79.2%	20.8%	0.0%	39.3%	24.4%	36.3%	34.6%	23.3%	42.0%
Students of Color	1976	60.6%	26.6%	12.9%	59.4%	24.0%	16.6%	52.6%	25.3%	22.1%
White	292	53.4%	31.8%	14.7%	26.4%	24.0%	49.6%	21.2%	20.5%	58.3%

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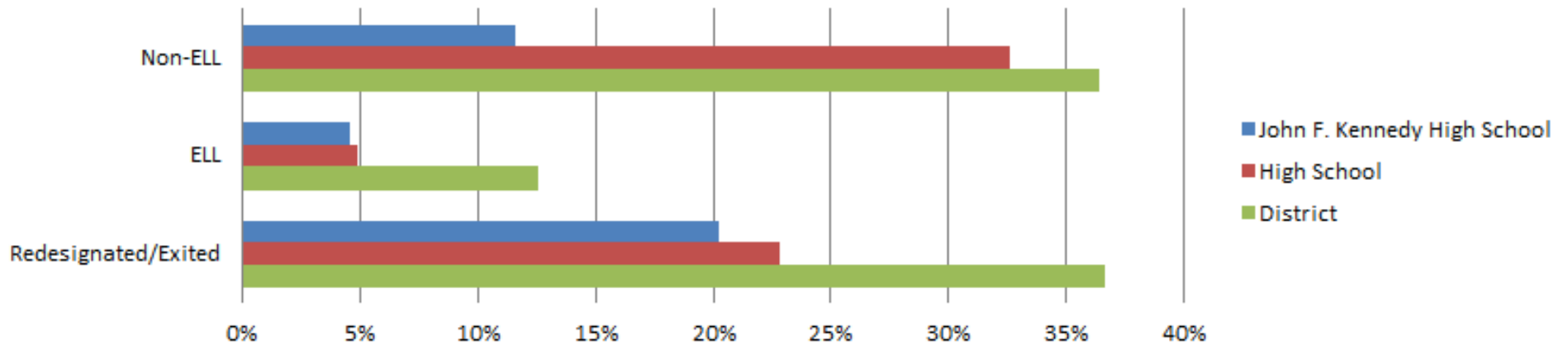
## Percent Meets or Exceeds Expectations - Race/Ethnicity



Test: All Math Assessments / Subclaim: All Math Subclaims

ELL Status	John F. Kennedy High School			High School			District			
	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Non-ELL	1292	62.5%	25.9%	11.6%	43.6%	23.8%	32.6%	40.7%	22.8%	36.4%
ELL	324	78.1%	17.3%	4.6%	77.4%	17.7%	4.9%	64.1%	23.2%	12.6%
Redesignated/Exited	652	44.8%	35.0%	20.2%	47.5%	29.6%	22.8%	33.1%	30.2%	36.7%

## Percent Meets or Exceeds Expectations - ELL Status



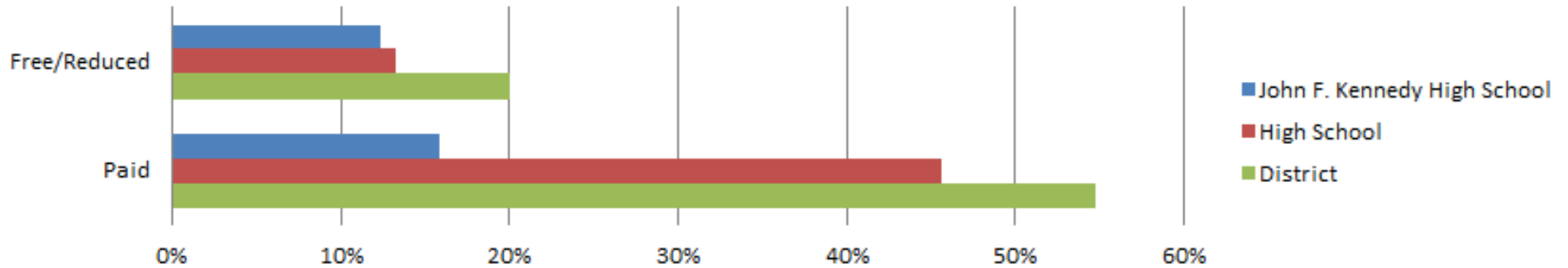
Test: All Math Assessments / Subclaim: All Math Subclaims

FRL	John F. Kennedy High School			High School			District			
	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Free/Reduced	1808	61.0%	26.7%	12.4%	62.6%	24.1%	13.3%	54.4%	25.5%	20.1%
Paid	460	54.6%	29.6%	15.9%	30.6%	23.8%	45.6%	24.0%	21.1%	54.9%

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## Percent Meets or Exceeds Expectations - FRL



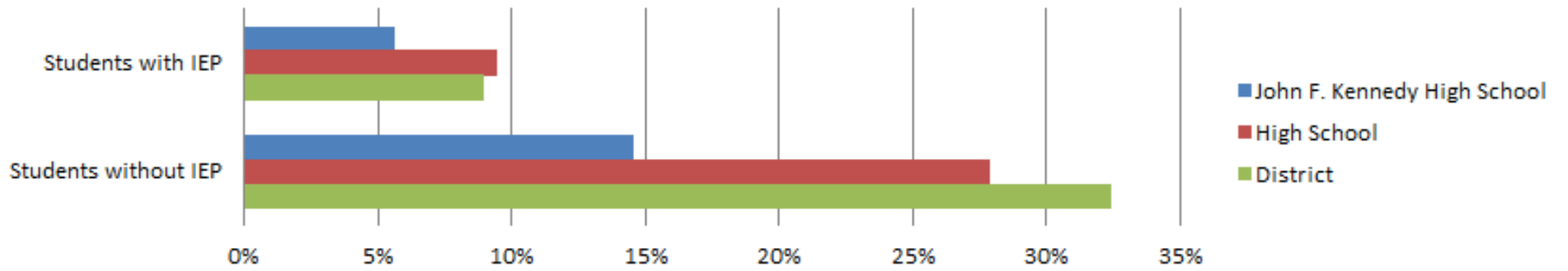
Test: All Math Assessments / Subclaim: All Math Subclaims

IEP Status	Count	John F. Kennedy High School			High School			District		
		%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Students with IEP	388	77.3%	17.0%	5.7%	72.6%	17.9%	9.5%	75.3%	15.7%	9.0%
Students without IEP	1880	56.0%	29.4%	14.6%	47.2%	24.9%	27.9%	42.0%	25.6%	32.4%

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## Percent Meets or Exceeds Expectations - IEP Status



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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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)	Reading 63% Proficient or Advanced	English Language Arts 35.1%	Changes in the testing metrics from TCAP to CMAS/PARCC made progress difficult to gauge.  All groups performed below District outcomes but it is difficult to measure precise changes at JFK due to the changes in the test.
	Writing 44% Proficient or Advanced	Mathematics 13.1%	
Mathematics 30% Proficient or Advanced			
Academic Growth	Reading MGP 55	There is no growth data during this school year.	
	Writing MGP 55		
	Mathematics MGP 50		
Academic Growth Gaps	No targets were set for growth gaps due to the transition between TCAP and PARCC.	There are no growth gaps during this school year.	
Postsecondary & Workforce			

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Readiness	<p>Graduation Rate -- 90% for 7 year measure</p> <p>Dropout Rate -- 1%</p> <p>Mean CO ACT – 19 Overall Composite</p>	<p>For the 2015 school year, we utilized the 4 year rate for graduation, since that is the only one that is available as data. For the 2015 school year, we had a 76.7% rate for graduation. This is above the previous two years 4 year rates: 2013 was 74.8% and 2014 was 75.8%. Since we are using the 7 year rate for this comparison, we will have to wait and see how this compares over time.</p> <p>The dropout rate was 1.4 for 14-15.</p> <p>Overall composite for the CO ACT was 17.</p>	<p>The small change in rate was due to a few students.</p> <p>Target was not met because of the lack of implementation of ACT preparatory coursework.</p>

**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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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>Reading</p> <p>Overall Proficient or Advanced</p> <p>Note: 2015 data reflects CMAS/PARCC for English Language Arts, combining Reading and Writing. This percent is Met or Exceeding. Wording was changed from the Proficient and Advanced wording of TCAP.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>52%</td> <td>55%</td> <td>31.3%</td> </tr> </tbody> </table> <p>Reading</p> <p>Grade Level Status</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup></td> <td>Grade</td> <td>49%</td> <td>54%</td> <td>29.6%</td> </tr> <tr> <td>10<sup>th</sup></td> <td>Grade</td> <td>54%</td> <td>55%</td> <td>26.4%</td> </tr> </tbody> </table>			2013	2014	2015			52%	55%	31.3%			2013	2014	2015	9 <sup>th</sup>	Grade	49%	54%	29.6%	10 <sup>th</sup>	Grade	54%	55%	26.4%	Overall achievement in math and writing is below DPS "meets expectations."	<p><b>Reading</b></p> <p>Increased focus on Progress Monitoring through the SLO process and READ Acts for our students.</p> <p><b>Writing</b></p> <p>While we did not meet the target, our achievement can be attributed to focus on WIDA can-do standards and college and career readiness indicators.</p> <p><b>Math</b></p> <p>Observation and feedback was inconsistently delivered</p> <p>Inconsistent progress monitoring of data for math for all students.</p> <p>Lack of alignment to standards and district recommended pacing guides.</p>
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	<p>CMAS/PARCC, there is limited ability to trend this data.</p> <p>Writing Overall Proficient or Advanced Note: 2015 data reflects CMAS/PARCC for English Language Arts, combining Reading and Writing. This percent is Met or Exceeding. Wording was changed from the Proficient and Advanced wording of TCAP.</p> <table border="1" data-bbox="485 914 1020 1016"> <thead> <tr> <th></th> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>34%</td> <td>36%</td> <td>31.3%</td> </tr> </tbody> </table> <p>Writing Grade Level Status</p> <table border="1" data-bbox="485 1190 1020 1409"> <thead> <tr> <th></th> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup></td> <td>Grade</td> <td>35%</td> <td>39%</td> <td>29.6%</td> </tr> <tr> <td>10<sup>th</sup></td> <td>Grade</td> <td>32%</td> <td>34%</td> <td>26.4%</td> </tr> </tbody> </table>			2013	2014	2015			34%	36%	31.3%			2013	2014	2015	9 <sup>th</sup>	Grade	35%	39%	29.6%	10 <sup>th</sup>	Grade	32%	34%	26.4%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes									
	<p>with small gains and small declines over the past year; however, we are below state and federal adequate growth expectations of 78, and near the DPS “meets” expectations of 50.</p> <p>Mathematics Growth Note: There are no growth scores for 2015 due to the shift from TCAP to CMAS/PARCC.</p>											
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																													
	<p>Our Math Growth scores have declined significantly from an MGP of 58 in 2010 to an MGP of 38 in 2014. We are significantly below the state adequate growth expectation goal of 99, and below the DPS “meets” expectation of 50.</p>																																															
Academic Growth Gaps	<p>Reading Growth Gaps Note: There are no growth gap scores for 2015 due to the shift from TCAP to CMAS/PARCC.</p> <table border="1" data-bbox="483 909 1024 1432"> <thead> <tr> <th></th> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td></td> <td>60%</td> <td>58%</td> <td></td> </tr> <tr> <td>Non ELL</td> <td></td> <td>48%</td> <td>50.5%</td> <td></td> </tr> <tr> <td>FRL</td> <td></td> <td>53%</td> <td>55%</td> <td></td> </tr> <tr> <td>Non FRL</td> <td></td> <td>57%</td> <td>48%</td> <td></td> </tr> <tr> <td>Minority</td> <td></td> <td>53%</td> <td>53%</td> <td></td> </tr> <tr> <td>Non Minority</td> <td></td> <td>59.5%</td> <td>53.5%</td> <td></td> </tr> <tr> <td>SPED</td> <td></td> <td>43%</td> <td>43%</td> <td></td> </tr> <tr> <td>State SPED</td> <td></td> <td>44%</td> <td>45%</td> <td></td> </tr> </tbody> </table>			2013	2014	2015	ELL		60%	58%		Non ELL		48%	50.5%		FRL		53%	55%		Non FRL		57%	48%		Minority		53%	53%		Non Minority		59.5%	53.5%		SPED		43%	43%		State SPED		44%	45%			
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SPED		43%	43%																																													
State SPED		44%	45%																																													

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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>Reading Growth Gaps Trends:</b> MGPs of each disaggregated group have declined over the past five years. MGPs of every group, with the exception of students who qualify for special education services, are above the DPS “meets” expectation of 50, and the state and federal expectation of 42.</p> <p>Writing Growth Gaps Note: There are no growth gap scores for 2015 due to the shift from TCAP to CMAS/PARCC.</p> <table border="1" data-bbox="485 1040 1020 1422"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>55%</td> <td>54%</td> <td></td> </tr> <tr> <td>Non ELL</td> <td>51%</td> <td>50%</td> <td></td> </tr> <tr> <td>FRL</td> <td>54%</td> <td>51.5%</td> <td></td> </tr> <tr> <td>Non FRL</td> <td>48%</td> <td>52.5%</td> <td></td> </tr> <tr> <td>Minority</td> <td>51%</td> <td>51%</td> <td></td> </tr> <tr> <td>Non Minority</td> <td>58%</td> <td>56%</td> <td></td> </tr> </tbody> </table>		2013	2014	2015	ELL	55%	54%		Non ELL	51%	50%		FRL	54%	51.5%		Non FRL	48%	52.5%		Minority	51%	51%		Non Minority	58%	56%			
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
	SPED		31%	47%			
	State SPED		45%	44%			
	<b>Writing Growth Gaps Trends:</b>						
	MGP of ELL learners have increased in writing over the past five years; MGPs of the other disaggregated groups have remained fairly stagnant over the past five years. MGPs of minority (75% of JFK's students) and students who qualify for special education (14% of JFK students) are lower than other disaggregated groups. MGPs of all groups with the exception of SpEd are slightly above the DPS "meets" target of 50, but below the state and federal adequate growth expectation of 78.						
	<p>Mathematics Growth Gaps</p> <p>Note: There are no growth gap scores for 2015 due to the shift from TCAP to CMAS/PARCC.</p>						
		2013	2014	2015			
ELL		40%	39%				
Non ELL		40%	35%				

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
	FRL		39%	38%			
	Non FRL		41%	37%			
	Minority		40%	37%			
	Non Minority		38%	39%			
	SPED		34%	37%			
	State SPED		43%	44%			
	<p><b>Math Growth Gaps Trends:</b> MGP's of each disaggregated group of students have significantly declined over the past 5 years, and are below the DPS "meets" expectation of 50, and significantly below the state and federal adequate growth target of 99.</p>						
Postsecondary & Workforce Readiness	<p>Graduation Rate: Note: 2013 and 2014 rates are for the 7 year rate. 2015 rate is the 4 year graduation rate.</p>					<p>The percentage of JFK's seniors who graduate college and career ready as measured by ACT</p>	<p>ACT plan and student preparation need to be more of a focus.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
			2013	2014	2015	benchmarks is below state and federal expectation.	
			86.7%	89%	76.7%		
	Drop Out Rate:			2013	2014	2015	<p>Drop out rate has dropped in the past 3 years.</p> <p>The school's CO ACT scores have remained constant in the last 3 years, except for Science which has risen .8 in 3 years.</p> <p>Overall tests taken has declined since 2013. However, the overall percentage of students with passing scores has risen each year.</p>
			2.6%	1.9%	1.4%		
Colorado ACT			2013	2014	2015		
	SS	%CR	SS	%CR	SS	%CR	
Comp	17.5	29	17	28	17	25	
Reading	17.7	21	17.5	17	17.6	16	
Math	17.5	14	17.4	17	17.2	13	
English	17	42	16.6	42	16.1	34	
Science	17.3	10	17.5	17	18.1	12	
Advanced Placement			2013	2014	2015		
Tests Taken			195	169	173		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
	Tests Passed		33	36	41		<p>This program has seen growth in the number of students taking tests, the number of tests taken. While some courses within IB have scored approaching 80%, the overall average of scores has decreased slightly to 52%.</p>
	% Passed		17%	21.3%	23.7%		
	IB Diploma Program						
			2013	2014	2015		
	Tests Taken		153	107	215		
	Tests Passed		93	64	111		
	% Passed		61%	60%	52%		

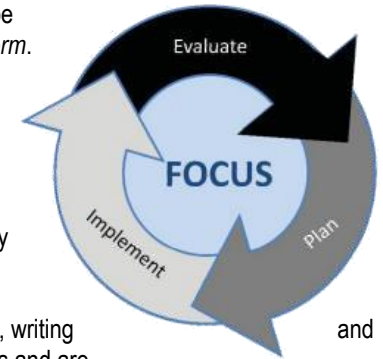
## Section IV: Action Plan(s)

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. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Overall achievement in ELA is below DPS "meets expectations."	36% Met/Exceeding FRL 31% Met/Exceeds Non FRL 45% Met/Exceeds	41% Met/Exceeding FRL 36% Met/Exceeds All subgroups increase by 5%	<ul style="list-style-type: none"> <li>DPS Unit assessments</li> <li>Teacher-made assessments</li> <li>Rigorous task assessments</li> <li>SLO</li> </ul>	<p>Major Improvement Strategy #1: Implement data driven systems to dramatically improve student achievement in Mathematics.</p> <p>Major Improvement Strategy #2: Improve teachers' instructional practice in the area of masterful content delivery</p>
		READ					
		M	Overall achievement in math is below DPS "meets expectations."  9th grade 10.9% 10th grade 8.1%	13.5% Met/Exceeding FRL 12.4% Met/Exceeds Non FRL 15.9%	FRL 17% Met/Exceeds All subgroups increase by 5%	<ul style="list-style-type: none"> <li>DPS Unit assessments</li> <li>Teacher-made assessments</li> <li>Rigorous task assessments</li> <li>SLO</li> </ul>	<p>Major Improvement Strategy #1: Implement data driven systems to dramatically improve student achievement in Mathematics.</p> <p>Major Improvement Strategy #2: Improve teachers' instructional practice in the area of masterful content delivery</p>
S					<ul style="list-style-type: none"> <li>DPS Unit assessments</li> <li>Teacher-made assessments</li> <li>Rigorous task assessments</li> <li>SLO</li> </ul>	Major Improvement Strategy #1: Implement data driven systems to dramatically improve student achievement in Mathematics.	

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							Major Improvement Strategy #2: Improve teachers' instructional practice in the area of masterful content delivery
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	MGP – 55 Reading MGP – 55 Writing	No Growth Percentiles this year.			Major Improvement Strategy #1: Implement data driven systems to dramatically improve student achievement in Mathematics. Major Improvement Strategy #2: Improve teachers' instructional practice in the area of masterful content delivery
		M	MGP -- 50	No Growth Percentiles this year.			
		ELP	ELP MGP > 65				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Gaps exist between our FRLs and Non FRLs in ELA and Math.	FRL 31% Met/Exceeds Non-FRL 45% Met/Exceeds	Increase sub groups by 5%	DPS Unit assessments •Teacher-made assessments •Rigorous task assessments •SLO	Major Improvement Strategy #1: Implement data driven systems to dramatically improve student achievement in Mathematics. Major Improvement Strategy #2: Improve teachers' instructional practice in the area of masterful content delivery
		M		FRL 12.4% Met/Exceeds Non FRL 15.9%	Increase sub groups by 5%	DPS Unit assessments •Teacher-made	

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			Met/Exceeds		assessments	
Postsecondary & Workforce Readiness	Graduation Rate	Grad rate meets expectations for best of...	90% for 7 year measure	92% for 7 year measure	<ul style="list-style-type: none"> <li>•Rigorous task assessments</li> <li>•SLO</li> </ul>	Major Improvement Strategy #3: Improve Post-Secondary Readiness for the success of all students in college and or career
	Disag. Grad Rate					
	Dropout Rate		1.0	<1.0	Drop Out Report	
	Mean CO ACT	The percentage of JFK's seniors who graduate college and career ready as measured by ACT benchmarks is below state and federal expectation.	19 overall composite 35% college ready using ACT Benchmarks (composite)	5% Increase in number of students who are college ready as measured by ACT in Math and English	Princeton Review in Fall Intentional ACT practice Daily ACT questions	
	Other PWR Measures					

**Action Planning Form for 2015-16 and 2016-17**

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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 data driven systems to dramatically improve student achievement in Mathematics**

**Root Cause(s) Addressed:** Teachers cannot adequately reteach because they feel they need to cover all material in DPS pacing and planning; teachers need additional time to effectively plan and analyze student work; data team leaders lack adequate training to effectively facilitate analysis and action protocols; instructional changes based on data are inconsistently implemented; teachers need professional development on instructional strategies to engage all learners.

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  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)
	2015-16	2016-17				
Teachers will establish common instructional expectations and receive ongoing observation feedback to effectively implement those strategies	Fall 2015		Math teachers, School leaders who supervise math, math coach	Weekly data and collaboration team meetings. Title 1 dollars for math teacher retreat Extra-duty pay for ongoing after school planning sessions	Facilitated retreat held to identify high leverage common instructional strategies •Classroom Walkthroughs conducted weekly to monitor effective implementation of strategies •Weekly classroom observations with feedback and bite sized action steps conducted for each math teacher •Observation data compiled to inform professional	In progress.

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					development needs •Final LEAP evaluation indicates improved effectiveness	
Facilitate collaborative backward planning of units focused on CCSS Major Standards and Student Learning Objectives (SLOs)	Sept. 2015		Math department; school leader; Early College TEC.		<ul style="list-style-type: none"> <li>•Unit planning scheduled for each math course</li> <li>•Protocol for backward planning sessions identified</li> <li>•Evidence of planning observed in classroom observations and in data cycle</li> </ul>	In progress
<p>Math teachers will implement an assessment plan/calendar unique to each math course to schedule time to:</p> <ul style="list-style-type: none"> <li>•Administer common unit assessments and weekly exit tickets aligned to major standards and their SLO.</li> <li>•Analyze student performance and create instructional action plans to increase student mastery of major standards and SLOs.</li> </ul>	Sept. 2015		Math Teacher with support from Principal, Principal, TEC and Network Team Extended Partner		<ul style="list-style-type: none"> <li>•Assessment Plan/calendar created for each content</li> <li>•Creation of Common Data Tracker for Teams</li> <li>•Approved SLOs indicates relevant yearlong focus; quality criteria indicate effective implementation of SLO process (Oct 2015); SLOs attained</li> <li>•Monthly observation and feedback by Network Team and School Data Partner aligned to DPS Data Culture Rubric.</li> </ul>	In progress
Leaders will conduct regularly scheduled data focused conversations with each math teacher to evaluate student progress toward SLOs	Sept. 2015		Leadership team, Differentiated Roles teachers	NA	<ul style="list-style-type: none"> <li>• Principal co-plans conversation by reviewing student achievement data with Network Data Partner</li> <li>• Principal attend professional development on hosting mid-year and end of year</li> </ul>	In progress

				conferences with teachers •Mid-Year Conferences completed	
Align resources, including budget , staffing and professional development to plan for continued math improvement in 2015-16 and 2016-17	Revisit Sept. 2015	Principal and budget Partner	Utilize all available resources: General Fund, Title 1	Budget 2015-16 and Fall reallocation Fall of 2015	In progress

\* 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.**

**Root Cause(s) Addressed:** Observation and feedback was inconsistently delivered; there was not dedicated time devoted to the transition into MYP “The Next Chapter,” which necessitated the need for new Professional Development and training; CLOs need to be revisited, simplified and authentically aligned to classroom lessons and activities.

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  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)
	2015-16	2016-17				
Provide targeted PD on the Framework for Effective Teaching indicators I4 and I6 to assess instructional practices.	September 2015 through May 2016		Differentiated Roles Teachers, Leadership Team, TECs	General Fund	<ul style="list-style-type: none"> <li>Ongoing weekly scheduled coaching feedback cycles conducted by DRPs in the areas of I4 and I6.</li> <li>Ongoing weekly scheduled coaching feedback cycles conducted by leadership in the area of mathematics aligned to Leap Framework.</li> <li>Alignment between TECs, DRPs, and leadership to leverage observation data in order to conduct relevant professional development.</li> </ul>	In progress
Provide opportunities for teachers to collaborate on their LEAP areas of focus.	August 2015 through May 2016		Differentiated Roles Teachers, Leadership	General Fund, TIF Grant	Intentional use of department collaboration to address specific professional areas of growth.	In progress

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			Team, TECs		<ul style="list-style-type: none"> <li>• Collaboration between TECs and school leadership to schedule differentiated professional development.</li> <li>• Mid-years and feedback focused on growth strategies in preparation to end of year conversations.</li> </ul>	
Teachers will receive LEAP observations by school administrators, Differentiated Roles Pilot teachers, and peer observers (when assigned), utilizing Cognitive Coaching strategies and Early College Strategies	August 2015 through May 2016		Differentiated Roles Teachers, Leadership Team, TECs	General Fund, Title 1, TIF Grant	<p>Ongoing conversations focused on actionable, bite-sized feedback.</p> <ul style="list-style-type: none"> <li>• Select use of video-taped lessons as a coaching strategy.</li> <li>• Ongoing weekly scheduled coaching feedback cycles conducted by leadership in the area of mathematics aligned to Leap Framework.</li> </ul>	In progress
Develop a plan to build capacity of Teacher Leaders (TL) in implementing professional development for staff (ELA, Early College, MYP, PD, Data teams, common planning)	August 2015 through May 2016		Differentiated Roles Teachers, Leadership Team, TECs	General Fund, Title 1, TIF Grant	<p>ELA book study PD presented to staff by Teacher Leaders</p> <ul style="list-style-type: none"> <li>•DRP teacher conducts staff PD on ELA strategies.</li> <li>•TLs in English department conduct PD focused on MYP Projects.</li> <li>•Hiring of mathematics coach starting 2015 – 2016.</li> </ul>	In progress
Provide PD on concept based lesson	August		Differentiated	General Fund, Title 1	MYP Coordinator works with	In progress

<p>planning using MYP Unit Planner and ManageBac in order for teachers to collaborate and develop rigorous lessons that are consistent across content areas. Leaders can measure the effectiveness through progress monitoring and annotating the unit plans in ManageBac. Leaders and teachers can use the Unit Planning tool to ensure lessons authentically align with CCSS, support Language Learners, and reflect progress toward SLOs.</p>	<p>2015 through May 2016</p>		<p>Roles Teachers, Leadership Team, TECs and MYP Coordinator</p>		<p>each subject area in collaborative planning monthly.</p> <ul style="list-style-type: none"> <li>•Managebac trainers to conduct specific school-based training on April 13th.</li> <li>•Twelve teachers attended MYP training in various subject areas summer of 2015.</li> <li>•Managebac unit planner now included CCSS and CMAS.</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 #3:** Improve Post-Secondary Readiness for the success of all students in college and or career

Root Cause(s) Addressed: The comprehensive Post-Secondary Readiness Plan was not fully implemented. Students still required Developmental Education courses to designate them as college ready. Fewer students were college ready as identified through the Colorado ACT. JFK had few teachers who had adjunct status with the Community Colleges and our course offerings were not extensive. \_\_\_\_\_

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  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)
	2015-16	2016-17				
Provide Accuplacer Testing for 10th-11th graders to identify proper placement for Developmental Ed courses or 100 level courses	Spring 2015 Fall 2015 Spring 2016		College Coordinator, SAL	General Fund	<ul style="list-style-type: none"> <li>Provide Accuplacer Testing for 10th-11th graders to identify proper placement for Developmental Ed courses or 100 level courses</li> <li>90% participation rate for each class</li> </ul>	In Progress -- tested juniors in February
•Provide Math 050/055 and CCR 092 English Developmental Education courses for students who have been identified for Developmental Education courses	August 2015 through May 2016		Adjunct Teachers,	General Fund	95% correct placement rate for Class of 2015 in the Fall of 2014  95% correct placement rate for the Class of 2016 in Fall 2015	In progress
Provide MyFoundations Math and English wrap-around services/courses for 11th-12th graders to increase college readiness scores.	September 2015 through May 2016		College Coordinator,	General Fund, Title 1	95% correct placement rate for Class of 2015 in the Fall of 2014  95% correct placement rate	In progress

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					for the Class of 2016 in Fall 2015	
Administer Princeton Review for all Juniors	Fall 2015			District Funded	90% participation for the Class of 2016	Completed Fall 2015
Implement an intentional / Differentiated ACT Prep Program based on the Princeton Results to all students during lunch, after school, or Saturday sessions.	October 2015 through April 2016			General Fund, Title 1	Analysis of the Princeton Review School wide plan of implementation	In progress

\* 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.

## 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)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*