

WATERBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
2017 – 2018

School Name: Kennedy High School

School District: Waterbury

Name of Principal: Robert Johnston

Current School Year: 2017– 2018

Name of Vice Principals: Rosalyn Glass, Matthew Gwiazdoski, Peter McCasland

School Core Values and Beliefs:

The mission of John F. Kennedy High School is to promote academic excellence, individual opportunities, and critical thinking for each student. In collaboration with parents and families and our community, we commit to the following set of core values and beliefs about learning to ensure that each student is prepared for the 21st century.

Our core values include and emphasize:

- Personal Responsibility
- Respect
- Integrity
- Determination
- Excellence

Our beliefs about learning include and develop our instructional practices:

- All students have the potential to achieve.
- All graduates will be college or career ready and are capable of resolving real world challenges.
- Each student has something unique to offer our school and community.
- Students are diverse learners, therefore, instruction and assessment need to be differentiated, personalized, and varied allowing them to become willing and productive thinkers.
- Students need timely, regular, and meaningful feedback.
- Students learn best when instruction ensures they are active, self-directed, and inquisitive.
- Students learn best when instruction provides opportunities to use appropriate skills within and across disciplines.
- Students learn best when instruction insures they have equal opportunities to work alone, to reflect on their learning, and to work collaboratively in realistic settings.

Our learning expectations for each student include the following:

- Students will work effectively and productively both individually and collaboratively.

- Students will evaluate information critically, use information accurately from a wide variety of sources, and understand the ethical issues surrounding the use of information.
- Students will read, write, and communicate effectively.
- Students will be emergent thinkers who demonstrate originality and creativity.
- Students demonstrate respect, responsibility, honesty, and integrity while developing skills and qualities to succeed professionally and personally.

Principal's Signature:

Date: October 30, 2017

KENNEDY HIGH SCHOOL IMPROVEMENT PLAN 2017 – 2018

GOAL 1 - ACADEMIC: To design and implement a rigorous, aligned, and engaging academic program that allow all students to achieve at high levels.

OBJECTIVE 1.1: Plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.
(*CCT Domain 2*)

Identified Needs: <i>What evidence suggests the need for this goal</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation?	Professional Learning and Support Needed
<p>SAT ERW: April 2017 Mean Score = 434 March 2016 Mean Score= 438</p> <p>SAT Math: April 2017 Mean Score = 407 March 2016 Mean Score= 410</p> <p>2016 Cohort Graduation Rate: 75.2%</p> <p>2017 Grade 9 Students Earning 5 or more credits: 74.6%</p>	<p>Plan instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students. (<i>CCT Indicator 2a</i>)</p> <p>Plan instruction to cognitively engage students in the content. (<i>CCT Indicator 2b</i>)</p> <p>Select appropriate assessment strategies to monitor student progress. (<i>CCT Indicator 2c</i>)</p>	<p>Instructional Data Team Agendas & Minutes</p> <p>Faculty & Department Meeting Agendas & Minutes</p> <p>School Leadership Team Agendas & Minutes</p> <p>Examining instruction through formal & informal observations</p> <p>Progress data for 12th grade students in regards to on-track status for graduation</p> <p>Progress data for 9th grade students in regards to on-track status for earning 5 or more credits in the current school year</p> <p>2018 Cohort Graduation Rate: 80%</p>	<p>SAT Professional Development Modules from the College Board</p> <p>Academic Behaviors Checklist for At-Risk 9th Grade Students</p>

		2018 Graduation Rate (continuously enrolled students): 90% 2018 Grade 9 Students Earning 5 or more credits: 75%	
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GOAL 1 - ACADEMIC: To design and implement a rigorous, aligned, and engaging academic program that allow all students to achieve at high levels.

OBJECTIVE 1.2: Implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. *(CCT Domain 3)*

Identified Needs: <i>What evidence suggests the need for this goal</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation?	Professional Learning and Support Needed
<p>SAT ERW: April 2017 Mean Score = 434 March 2016 Mean Score= 438</p> <p>SAT Math: April 2017 Mean Score = 407 March 2016 Mean Score= 410</p> <p>2016 Cohort Graduation Rate: 75.2%</p> <p>2017 Grade 9 Students Earning 5 or more credits: 74.6%</p>	<p>Implement instructional content for learning. <i>(CCT Indicator 3a)</i></p> <p>Lead students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. <i>(CCT Indicator 3b)</i></p> <p>Assess student learning, providing feedback to students and adjusting instruction. <i>(CCT Indicator 3c)</i></p>	<p>Instructional Data Team Agendas & Minutes</p> <p>Examining instruction through formal & informal observations</p> <p>Student progress data for each school-wide learning expectation as measured by school-wide rubrics</p> <p>Progress data for 12th grade students in regards to on-track status for graduation</p> <p>Progress data for 9th grade students in regards to on-track status for earning 5 or more credits in the current school year</p> <p>2018 Cohort Graduation Rate: 80%</p>	<p>SAT Professional Development Modules from the College Board</p> <p>Alignment of School-wide Expectations for Learning and Rubrics</p> <p>Scoring calibration of school-wide rubrics</p> <p>Academic Behaviors Checklist for At-Risk 9th Grade Students</p>

		2018 Graduation Rate (continuously enrolled students): 90% 2018 Grade 9 Students Earning 5 or more credits: 75%	
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GOAL 2 - CULTURE & CLIMATE: To foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

OBJECTIVE 2.1 : Promote student engagement, independence, and interdependence in learning and facilitate a positive learning community (*CCT Domain 1*)

Identified Needs: <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation	Professional Learning and Support Needed
	<p>Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. (<i>Indicator 1a</i>)</p> <p>Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. (<i>Indicator 1b</i>)</p> <p>Maximizing instructional time by effectively managing routines and transitions. (<i>Indicator 1c</i>)</p>	<p>Academic Behavior Rubric</p> <p>PBIS</p> <p>Advisory Lessons</p> <p>Examining instruction through formal & informal observations</p> <p>Academic Behaviors Checklist for At-Risk 9th Grade Students</p> <p>School Climate Walk Self-Assessment</p>	<p>Academic Behavior Rubric</p> <p>PBIS</p> <p>Naviance</p> <p>Advisory Lessons</p>

GOAL 2 - CULTURE & CLIMATE: To foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

OBJECTIVE 2.3: Improve student attendance.

Identified Needs: <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation	Professional Learning and Support Needed
<p>Chronic absentee rate: 28.4% (June 2017)</p> <p>State Goal: less than or equal to 5%</p>	<p>Implement with fidelity a comprehensive chronic absenteeism plan by adopting the three tiered intervention model.</p> <p>Continuation of attendance team (CAT) to pro-actively act upon chronic absenteeism data.</p> <p>Weekly meetings with attendance counselor, support staff, and Principal</p> <p>Attendance Policy Implementation: Calls, letters, home visits, referral to support services when appropriate</p> <ol style="list-style-type: none"> 1. Focus on students attending school every day and on time a top priority. 2. Work with parents and community agencies to address barriers that keep students from attending school/class. 3. Develop action plan with parents and community agencies to address systemic barriers that may be causing large numbers of students to become chronically absent 4. Empower parents and families with workshops sponsored by community agencies via parent liaisons 	<p>Chronic Absentee Data analyzed regularly by CAT</p> <p>Chronic Absentee Rate: Less than 25% (June 2018)</p>	<p>Expanding intervention options related to chronic absenteeism</p> <p>Expanding and clarifying the role of all staff members in reducing chronic absenteeism</p>

GOAL 2 - CULTURE & CLIMATE: To foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

OBJECTIVE 2.4: Increase parent/family engagement in the school community.

Identified Needs: <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation	Professional Learning and Support Needed
<p>Low parent participation rate at many school events.</p>	<p>Revitalize and re-engage PTSA with school community</p> <p>Ensure parent & community involvement in the School Governance Council</p>	<p>Monitor Parent Feedback Survey</p> <p>Participation rate at school events (data collected through sign in sheets)</p> <p>80% of Respondents to the Annual Parent School Climate Survey will answer “agree” or “strongly agree” to: “The principals, supervisors and teachers are accessible.”</p>	<p>School Governance Council training modules</p>

GOAL 3: OPERATIONS: To create systems and processes that promote organizational efficiency and effectiveness

OBJECTIVE: Improve the efficiency and effectiveness of instructional planning and instructional implementation

Identified Needs: <i>What evidence suggests the need for this goal</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation	Professional Learning and Support Needed
	<p>Assignment and utilization of grade level and content specific common planning (where allowed in the teaching schedule)</p> <p>Common planning periods are tightly protected and preserved, and only interrupted by emergencies.</p> <p>Monthly faculty and department meetings focused on teacher collaboration in support of the school improvement plan</p>	<p>IDT Agendas & Minutes</p> <p>Safety Committee Agendas & Minutes</p> <p>Faculty & Department Meeting Agendas & Minutes</p> <p>Student performance on classroom and district assessments</p>	<p>IDT Rubric</p> <p>Calibration of scoring using rubrics aligned to assessments</p>