

# John F. Kennedy High School Improvement Plan

## STUDENT AND STAKEHOLDER FOCUS

As a result of the root cause analysis (RCA) process, it was determined that Hispanic and African American students need daily opportunities to use academic writing and structured discourse to demonstrate mastery of objectives aligned to assessments.

### **Summary of RCA process and findings**

The RCA process included the analysis of the following data: student performance data; student voice data – including surveys and focus groups; and teacher self-assessment of practice and needs

## FACULTY AND STAFF FOCUS

Teachers will need professional development for:

- Academic writing with core literacy practices and IB command terms
- Structured discourse
- Culturally responsive instruction
- Planning for Powerful Instruction
- Aligning mastery objectives and assessments
- Assessment strategies and formats

Instructional Leaders will need professional development in:

- Culturally relevant instruction
- Coaching practices to engage teachers in reflective examination of practices through the use of disaggregated observational data.
- Use of the observation/data collection tool and online data collection process.

## LEADERSHIP

The school leadership team, teachers, and staff, along with families, student focus groups, and other members of our stakeholder community, analyze school data to determine the school's academic focus. The plan is communicated to staff through department and school wide meetings, as well as professional development sessions.

### **Vision**

John F. Kennedy High School is an IB World School in a multicultural community of stakeholders which provides an engaging and rigorous academic program and promotes a growth mindset, in a respectful environment, that enables all students to achieve to their fullest potential as global citizens.

### **Mission**

Our mission is to collaborate with all stakeholders to achieve success for all students by participating in professional development that builds the capacity of staff to enable them to implement and monitor a rigorous instructional program, resulting in globally competent students prepared for college and careers, and by regularly monitoring our school improvement action plan.

## STRATEGIC PLANNING

**Literacy:** To increase the percentage of African American and Hispanic/Latino students who complete English 9 with a C or better

**Math:** To increase the percentage of African American and Hispanic/Latino students who Complete Algebra 2 with a C or better.

<b>C or better</b>	<b>African American</b>	<b>Hispanic</b>	<b>Goal</b>
English	83.6%	78.5%	100%
Algebra 2	50.4%	55.6%	100%

## PROCESS MANAGEMENT

As a result of RCA, the following structures and processes are implemented and monitored to meet students' needs:

- Weekly content-alike collaborative planning in PLCs supported by the content resource teachers, staff development teacher, and/or administrator
- Regular job-embedded professional learning to study and examine the instructional focus
- Classroom observations by instructional leaders with constructive feedback/reflective conversations
- Peer observations to examine the impact of the implemented strategies on students
- Process for teacher feedback on peer observations, collaborative planning, the support provided by leaders, and professional development
- On-going staff and student surveys and focus groups to monitor implementation of strategies
- On-going use of data of formatives and summatives and external assessments to inform instructional practices

## PERFORMANCE RESULTS

- Ineligibility rates disaggregated by specified populations
- Algebra 2 marking period grades disaggregated by specified populations
- English 9 marking period grades disaggregated by specified populations.

• *See Appendix A*

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

### **Student Data Points:**

- Formative, summative, and final assessment data by specified populations, teacher, and course
- Course quarterly grades by specified populations and teacher
- Student surveys and focus groups
- End-of-course surveys
- Quarterly Eligibility data
- Quarterly Grade point average (GPA)
- IB/AP data
- WIDA/ACCESS data

### **Teacher Data Points:**

- Classroom observations to examine the use of identified instructional practices and the impact on students
- Student Learning Outcomes (SLO)
- Peer visits and reflections
- Evaluation data for school-wide Staff Development Action Plan
- Quarterly teacher reflection sheet
- Teacher surveys, feedback, and dialogues
- Quarterly school improvement meetings
- Collaborative planning sessions and toolkit documents:
  - Lesson plans, artifacts and portfolios
  - Feedback on the collaborative planning process, templates, and support (PLC)