

**WATERBURY PUBLIC SCHOOLS**  
**SCHOOL IMPROVEMENT PLAN**  
**2020 – 2021**

**School Name:** **JOHN F. KENNEDY HIGH SCHOOL**

**School District:** Waterbury

**Name of Principal:** **Robert Johnston**

**Current School Year:** 2020–2021

**Names of Assistant Principals:** **Rosalyn Glass, Matthew Gwiazdoski, George Smalley**

School Mission, Core Values and Beliefs & Learning Expectations:

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 21<sup>st</sup> 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 ensures 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.

Portrait of a Graduate:

A Kennedy High School graduate will:

- Respect the ideas, cultures and differences of people
- Speak and write effectively to communicate ideas
- Work cooperatively with others to accomplish goals and tasks
- Understand, appreciate and model a life-long love of learning
- Prepare self with the knowledge and skills necessary for life beyond high school
- Generate and recognize original ideas, seek alternatives, and make connections
- Work through challenges showing perseverance, resilience and self-advocacy
- Sustain interest in and put effort towards short and long term goals in spite of obstacles

**Principal's Signature:** \_\_\_\_\_

**Date: November 30, 2020**

**SCHOOL IMPROVEMENT PLAN 2020 – 2021**

**GOAL 1 - ACADEMIC:** To design and implement a rigorous, aligned, and engaging academic program that allows 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)*

**STANDARD 2: STUDENT LEARNING** The school has a vision of the graduate that includes the attainment of transferrable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning. (NEASC Standard 2)

<b>Identified Needs:</b> <i>What evidence suggests the need for this goal</i>	<b>Adult Action Indicators</b> <i>Identify adult actions that will impact student achievement</i>	<b>How will we monitor and provide evidence of implementation?</b>	<b>Professional Learning and Support Needed</b>
<p>SAT ERW:                      April 2019 Mean Score = 426                      April 2018 Mean Score = 426                      April 2017 Mean Score = 434                      March 2016 Mean Score = 438</p> <p>SAT Math:                      April 2019 Mean Score = 398                      April 2018 Mean Score = 411                      April 2017 Mean Score = 407                      March 2016 Mean Score = 410</p> <p>Four-Year Cohort Graduation Rate:                      2019: 83.9%                      2018: 82.3%                      2017: 75.8%                      2016: 75.2%                      2015: 70.6%                      2014: 67.7%                      2013: 69.4%                      2012: 64.9%</p> <p>2020 Grade 9 Students Earning</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. (CCT Indicator 2a)</p> <p>Plan instruction to cognitively engage students in the content. (CCT indicator 2b)</p> <p>Select appropriate assessment strategies to monitor student progress. (CCT Indicator 2c)</p>	<p>Instructional Data Team Agendas &amp; Minutes</p> <p>Faculty &amp; Department Meeting Agendas &amp; Minutes</p> <p>School Leadership Team Meeting Agendas &amp; Minutes</p> <p>Smaller Learning Communities Team Meeting Agendas &amp; Minutes</p> <p>Examining instruction through formal and informal observations</p> <p>Waterbury Public Schools Hybrid Learning Walkthrough Tool</p> <p>Progress data for 12<sup>th</sup> grade students in regards to on-track status for graduation</p>	<p>Content/Grade Level Specific Curriculum Development &amp; Collaboration Related to Springboard</p> <p>Google Certified Educator Level 1 &amp; Level 2 Training</p> <p>Professional Learning In Regards To Online Learning Tools &amp; Resources (ie, Google Meet Extensions, Kami, Jamboard, Padlet, Polls)</p>

6+ Credits: 75%		<p>Progress data for 9<sup>th</sup> grade students in regards to on-track status for earning 6 or more credits in the current school year.</p> <p><b>2021 Cohort Graduation Rate Goal: 88%</b></p> <p><b>2021 Graduation Rate (continuously enrolled students) Goal: 93%</b></p> <p><b>2021 Grade 9 Students Earning 6 or More Credits Goal: 80%</b></p>	
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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*)

**STANDARD 2: STUDENT LEARNING** The school has a vision of the graduate that includes the attainment of transferrable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning. (NEASC Standard 2)

<b>Identified Needs:</b> <i>What evidence suggests the need for this goal</i>	<b>Adult Action Indicators</b> <i>Identify adult actions that will impact student achievement</i>	<b>How will we monitor and provide evidence of implementation?</b>	<b>Professional Learning and Support Needed</b>
<p>SAT ERW:            April 2019 Mean Score = 426            April 2018 Mean Score = 426            April 2017 Mean Score = 434            March 2016 Mean Score = 438</p> <p>SAT Math:            April 2019 Mean Score = 398            April 2018 Mean Score = 411            April 2017 Mean Score = 407            March 2016 Mean Score = 410</p> <p>2019 Cohort Graduation Rate:            83.9%</p> <p>2020 Grade 9 Students Earning 5+ Credits: 75%</p>	<p>Implement instructional content for learning. (CCT Indicator 3a)</p> <p>Lead students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. (CCT Indicator 3b)</p> <p>Assess student learning, providing feedback to students and adjusting instruction. (CCT Indicator 3c)</p>	<p>Instructional Data Team Agendas &amp; Minutes</p> <p>Faculty &amp; Department Meeting Agendas &amp; Minutes</p> <p>School Leadership Team Meeting Agendas &amp; Minutes</p> <p>Smaller Learning Communities Team Meeting Agendas &amp; Minutes</p> <p>Examining instruction through formal and informal observations</p> <p>Examining instruction through formal and informal observations</p> <p>Progress data for 12<sup>th</sup> grade students in regards to on-track status for graduation</p>	<p>Content/Grade Level Specific Curriculum Development &amp; Collaboration Related to Springboard</p> <p>Google Certified Educator Level 1 &amp; Level 2 Training</p> <p>Professional Learning In Regards To Online Learning Tools &amp; Resources (ie, Google Meet Extensions, Kami, Jamboard, Padlet, Polls)</p>

		<p>Progress data for 9<sup>th</sup> grade students in regards to on-track status for earning 6 or more credits in the current school year.</p> <p><b>2021 Cohort Graduation Rate Goal: 88%</b></p> <p><b>2021 Graduation Rate (continuously enrolled students) Goal: 93%</b></p> <p><b>2021 Grade 9 Students Earning 5 or More Credits Goal: 80%</b></p>	
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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 -** To work collaboratively with colleagues, students and families to develop and sustain a positive school climate that supports student learning through regular school attendance, preparedness for learning, positive behavior and attentiveness to expectations. **(CCT Domain 4)**

**STANDARD 1: LEARNING CULTURE** The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive students learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school’s core values, beliefs about learning, and vision of the graduate. (NEASC Standard 1)

<b>Identified Needs:</b> <i>What evidence suggests the need for this goal?</i>	<b>Adult Action Indicators</b> <i>Identify adult actions that will impact student achievement</i>	<b>How will we monitor and provide evidence of implementation</b>	<b>Professional Learning and Support Needed</b>
Chronic absentee rate: 2019: 26.9% 2018: 31.2% 2017: 28.4% 2016: 30.9% 2015: 27.0%	<p>Continuation of attendance team (CAT) to pro-actively review chronic absenteeism data, and develop individual success plans for identified students.</p> <p>Utilize all tools embedded in the Attendance Policy such as phone calls, letters, home visits, and referrals to support services when appropriate.</p> <p>Utilize Google Meet to facilitate meetings with students and families</p> <p>Support staff to work with parents and community agencies to address barriers that keep students from attending school/class. (Indicator 4c)</p>	<p>The CAT will continue to meet biweekly to monitor student attendance and effectively address the needs of all chronically absent and potentially chronically absent students.</p> <p>Principal and VPs to monitor use of tools, # of calls, letters and attendance meetings</p> <p>Communication logs and meeting minutes</p> <p>Principal Dashboard Attendance Reports</p> <p><b>Chronic Absentee Rate: &lt;25%</b></p>	<p>District inservices for Truancy Specialists and support staff</p> <p>Collaboration among service providers, administrators and leadership directors</p> <p>Collaboration with community agency staff</p>

**GOAL 3 - 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 2.2:** Promote student engagement, independence, and interdependence in learning and facilitate a positive learning community. (*CCT Domain 1*)

**STANDARD 1: LEARNING CULTURE** The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive students learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school’s core values, beliefs about learning, and vision of the graduate. (NEASC Standard 1)

<b>Identified Needs:</b> <i>What evidence suggests the need for this goal?</i>	<b>Adult Action Indicators</b> <i>Identify adult actions that will impact student achievement</i>	<b>How will we monitor and provide evidence of implementation</b>	<b>Professional Learning and Support Needed</b>
<p>Low parent/family involvement and participation in school-related activities.</p>	<p>Continuation of attendance team (CAT) to proactively review chronic absenteeism data, and develop individual success plans for identified students.</p> <p>Utilize all tools embedded in the Attendance Policy such as phone calls, letters, home visits, and referrals to support services when appropriate.</p> <p>Utilize Google Meet to facilitate meetings with students and families</p> <p>Support staff to work with parents and community agencies to address barriers that keep students from attending school/class. (Indicator 4c)</p>	<p>Utilization of ParentSquare</p> <p>Utilization of Social Media</p> <p>The CAT will continue to meet biweekly to monitor student attendance and effectively address the needs of all chronically absent and potentially chronically absent students.</p> <p>Principal and VPs to monitor use of tools, # of calls, letters and attendance meetings</p> <p>Communication logs and meeting minutes</p>	



		<p><b>80% of Respondents to the Annual Parent School Climate Survey will answer “agree” or “strongly agree” to: “The principals, supervisors and teachers are accessible.”</b></p>	
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