

COHORT☐ 4 - FY 2014 - FY 2017☐ 5 - FY 2015 - FY-2018☒ 6 - FY 2016 - FY 2019**ILLINOIS STATE BOARD OF EDUCATION**

System of Support and District Intervention Division

100 North First Street, N-242

Springfield, Illinois 62777-0001

FY2019 SCHOOL IMPROVEMENT GRANT 1003(g)**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS
QUARTERLY REPORTING FORM**

DISTRICT NAME AND NUMBER Rockford Public Schools		REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	
NAME OF SUPERINTENDENT Dr. Ehren Jarrett		NAME OF SCHOOL Kennedy Middle School	
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QUARTER	PERSON(S) WHO GENERATED THIS REPORT	TITLE	DATE
1. 07/01/2018–09/30/2018 Due: 10/30/2018	Renneth Richardson	Principal	10/29/2018
	Lisa Harrington	Lead Partner, CEC	10/29/2018
	Amy Czapinski	Transformation Manager	10/29/2018
2. 10/01/2018–12/31/2018 Due: 01/30/2019	Renneth Richardson	Principal	1/29/2019
	Lisa Harrington	Lead Partner, CEC	1/29/2019
	Amy Czapinski	Transformation Manager	1/29/2019
3. 01/01/2019–03/31/2019 Due: 04/30/2019			
4. 04/01/2019–06/30/2019 Due: 07/30/19			

INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

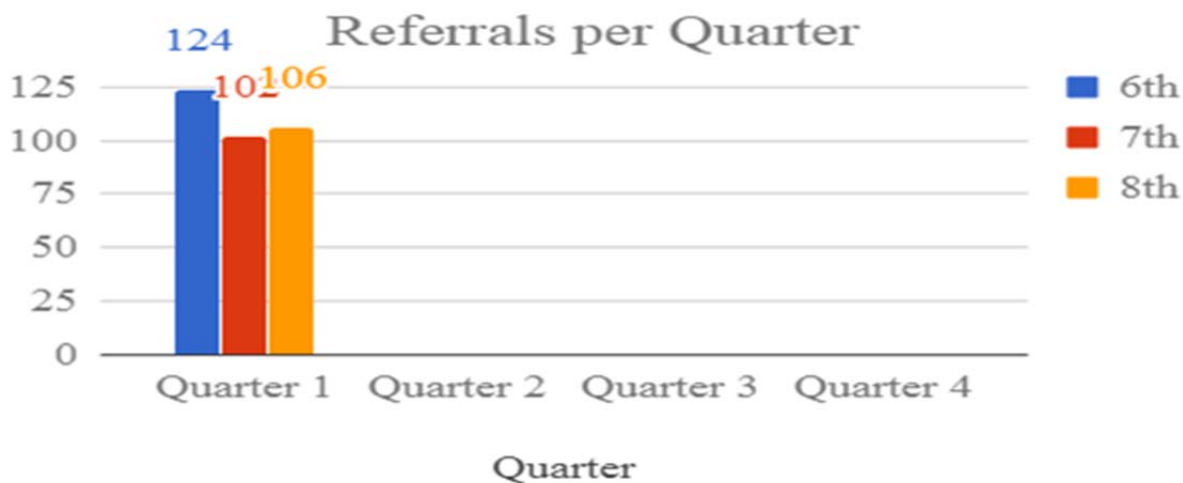
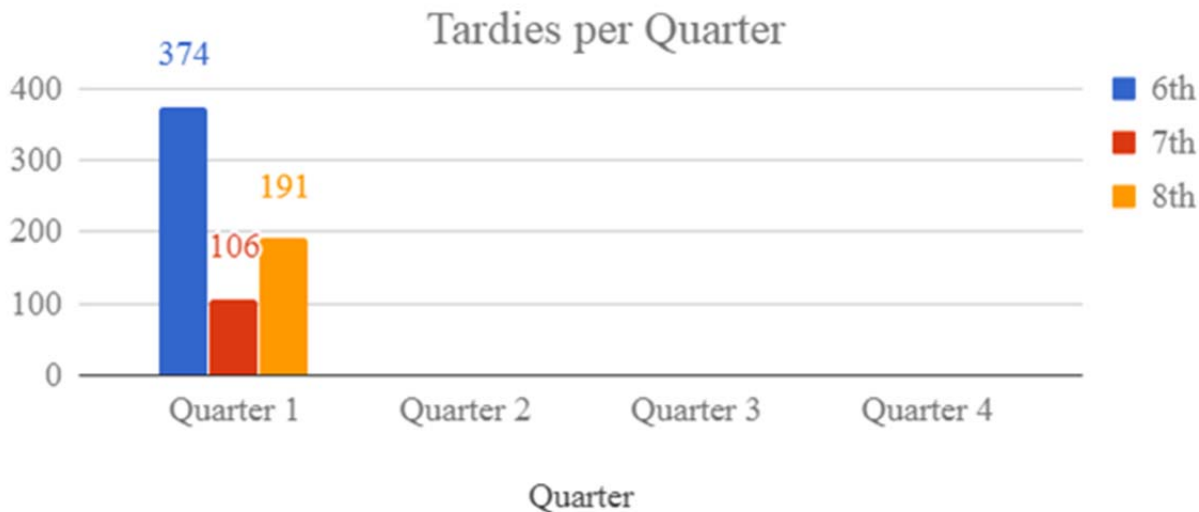
Student Behavioral/Climate Analysis. Analyze data pertaining to student attendance, disciplinary incidents, chronic absenteeism, and dropout rates against previous years' and/or quarters' performance.

- What positive and/or negative patterns are emerging over time?
- Which groups of students are demonstrating improvement and which are not?
- What strategies and/or interventions were used to improve in these areas?
- To what extent did they result in positive improvements?
- What modifications to existing strategies will be made in response to this analysis?
- What new strategies will be implemented?
- What strategies will not be continued?

QTR I Section 1: STUDENT BEHAVIORAL/CLIMATE ANALYSIS

Analyze data pertaining to student attendance, disciplinary incidents, chronic absenteeism, and dropout rates against previous years' and/or quarters' performance.

Tardies, Absences, and Referrals Charts:



1. What positive and/or negative patterns are emerging over time?

Tardies, Absences, and Referrals: Student attendance, tardies and referrals are still tremendous problems at Kennedy Middle School.

In comparison to the start of the last school year, tardies are displaying a consistent increase over the weeks. Current tardy data for this quarter is already 55% of the total tardies from the first semester last year.

Referrals have increased from last year's first semester to the start of this year's semester. Last year there were a total of 271 referrals for the entirety of semester 1. This year the data is already at 332 referrals and semester one still has an entire quarter remaining.

BIST:

BIST stayed relatively consistent in 8th grade with movements of safe seat to buddy room in the first quarter. There was also a decrease in safe seat movements from FY18 to FY19 but a significant increase in buddy seat movements for grades six and seven. The training provided in August could contribute to the knowledge on the continuum to begin using BIST earlier in the year. The buddy room had an 11% increase from FY 2108 in sixth grade. This team was the least impacted from teacher turnover and was able to use the buddy room system earlier this year. The confidence and knowledge of BIST helps teachers to utilize the system earlier in the year.

Refocus Center:

The Refocus/Planning Center opened the 2018-2019 school year continuing to focus on students who are in anguish or who need a place to cool down or refocus. This year also brought students who are struggling in the area of respecting not only adults, but each other.

From August 21st through September 22nd the Refocus Center had 315 visits a 14.2% increase over the 2017-2018 school year.

6th Grade 30.8%

7th Grade 25.1%

8th Grade 44.1% (is higher due to the location of the Refocus Center being on the same floor).

2. Which groups of students are demonstrating improvement and which are not?

BIST: Sixth grade team has had the least impact on teacher turnover this year. This allowed the team to implement BIST with more consistency and fidelity. They did however help new teachers by pushing in on their prep periods in other grade levels as well as in-house subbed frequently. This created a skewed data report on the tracker. For most of the staff, BIST had been difficult to use with fidelity in the first quarter. The tracking has become much more efficient and user friendly with the creation of the teacher dashboard. The tracking now consists of drop down menus with all students in one system. This benefits teachers who have more than one grade level as it gives them one place to track instead of three. A teacher dashboard was created for easy access to teachers but it was not implemented from the start of the school year. It is hard to determine when every teacher on the staff had their dashboard installed on the computer to be able to track the BIST data. The processing piece of BIST is becoming more consistent with the buddy room incidents which indicates that processing is being completed in eighth grade, however, due to the lack of tracking in all grades, it is hard to know if this is only completed in eighth grade or across all grade levels.

We had ten positions open at the start of the 2018-19 school year. The in-house subbing and temporary long term substitutes placed in some of the classrooms made tracking and running BIST very difficult. The data is skewed this quarter due to the lack of time for teachers to track the movements because they pushed in during preps to help new teachers or provided in-house substituting. The end of the quarter had many veteran teachers trying to catch up on their own work leaving little time for tracking. In addition substitutes are not trained on BIST and do not have access to the tracking piece due to them not being Rockford School District employees. At this time, we are making a staff decision if BIST should be continued this year due to the amount of new teachers. The lack of consistency polarizes students and staff and does not create a healthy restorative practice that BIST is founded on.

Refocus Center:

Top categories for the 2018-2019 year are as follows:

Reason for Visit	%
Calm down or social emotional needs	33.6
Disturbing the learning environment	29.2
Issues with other students	28.3
Anger	24.1
Arguing with teacher/adult	13.7
Overnight Suspensions due to Behavior	10.5

Interventions	%
Behavior Expectations Reviewed and Discussed	71.6
Student was allowed time to calm down /refocus	57.5
Phone Call Made to Parent/Guardian	30.0
Talked it out	28.4
Practiced Anger Techniques	22.7

Outcome	%
Stayed in Refocus Center until end of class	31.4
Student Returned to Class Successfully	24.7
Apologize to Teacher/Adult	15.7

Student Picked up by Parent/Guardian	11.5
Overnight Suspension	7.1

The Refocus/Planning Center is able to return students to class after a designated time with a staff member to work with students who need a brief time out from class for whatever reason. The Refocus Center, school counselors and social workers will continue to work together to help students who need a brief time out from class for whatever reason.

3. What strategies and/or interventions were used to improve in these areas?

Positive Culture and Climate:

The staff at Kennedy Middle School worked together before the start of the school year to create common expectations. From these conversations a plan was set in place to do unannounced hall sweeps every hour of the school day. Students who displayed trends in the data would then be placed in a focus group to work on restorative practice and help students get to class on time with more success.

Another strategy put in place at the start of this school year to focus on increasing school appropriate behavior and decreasing referral incidents is the Wildcat Way Competition. This is a building wide competition where all three grade levels compete against each other to earn focus points and daily double points. The points are awarded for behaviors that fall under the Wildcat Way (list of behaviors expected to be seen in order for students to succeed at Kennedy). The game was designed to focus on the positive as much as possible. The only penalties that are a part of the game revolve around major referrals and specialty major referrals that the building chose to focus on in our Culture and Climate SMART goal. Positive points and penalties are calculated weekly and awarded to or removed from the current score. The game has four incentives tied to the team's successes. At the end of each quarter the team in the lead earns a celebration. Quarter 1 winner will see a movie at a local theater, Quarter 2 winner will go bowling, and Quarter 3 winner will go to SkateCo. During quarter 4 all positive points banked throughout the duration of the competition will be placed back on the scoreboard. The ultimate celebration for the best behaved team is a free trip to Six Flags Great America. The standings are announced every week during daily morning announcements with reminders on why points were awarded or what happened to change the point values. There is also a live scoreboard that is displayed in the cafeteria.

The third strategy used to help improve the learning environment at Kennedy is the Wildcat Lotto Ticket. Last year, Kennedy used Wildcat Bucks as a PBIS incentive. At the very end of the year, SLT Jr. designed and implemented the lotto ticket. The lotto tickets were so popular that the Positive Culture and Climate committee decided to replace the Wildcat Bucks and only use Wildcat Lotto Tickets to award individual students in the building.

BIST: What strategies and/or interventions were used to improve in these areas?

In August, the BIST committee provided professional development that consisted of a review of the philosophy of BIST, the continuum, restorative practices, processing and planning. During the professional development teachers worked out scenarios and completed activities to help them look for gateway behaviors and correct them quickly. In addition, A BIST member brought in her child so that teachers could watch a real student during processing as well as the BIST intervention planning. This allowed teachers to have a better understanding of how BIST truly works by seeing the processing and planning piece in action. BIST training was also offered after school the first two weeks for any teachers that had been hired late and did not receive the training. An additional training was offered at the beginning of October for any staff who was hired after the start of the school year.

In addition, this year, we had our BIST expert come in for the first two weeks of school to help all new teachers with the implementation of BIST. Training was provided by our expert to any teachers hired late. This was available for the first two weeks after school. In addition the BIST committee lead offered after school training for teachers or substitutes that were brought in after the start of the school year or any teacher that was struggling with the implementation.

Refocus Center: Students come to school with all kinds of issues dealing with home and social life and the Refocus Center continues to be a safe place for them to come and vent, get skills or information on how to navigate through their issues. The Refocus Center staff will continue to understand the reasons behind behaviors where and focus on prevention, opposed to punishment. We understand that not all behaviors call for the same response.

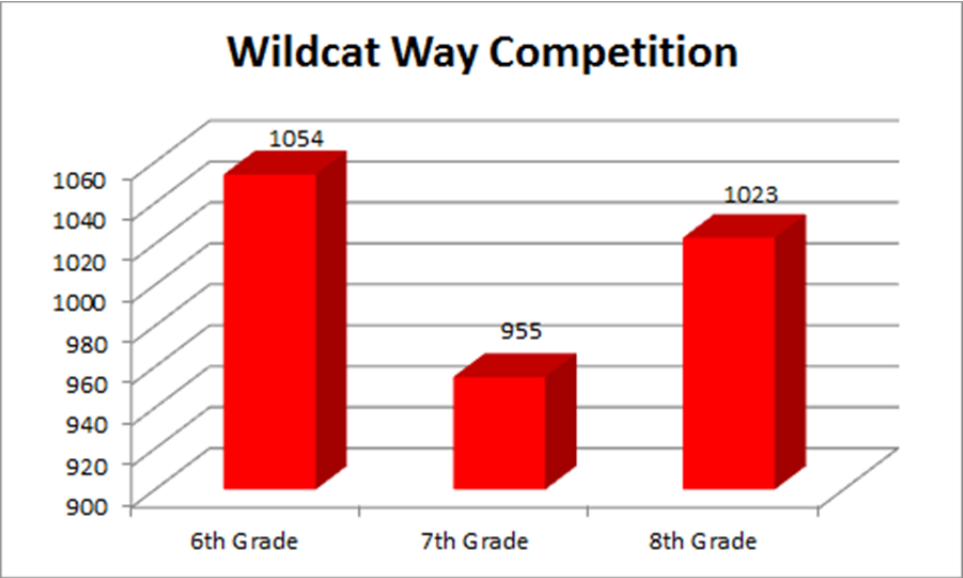
4. To what extent did they result in positive improvements?

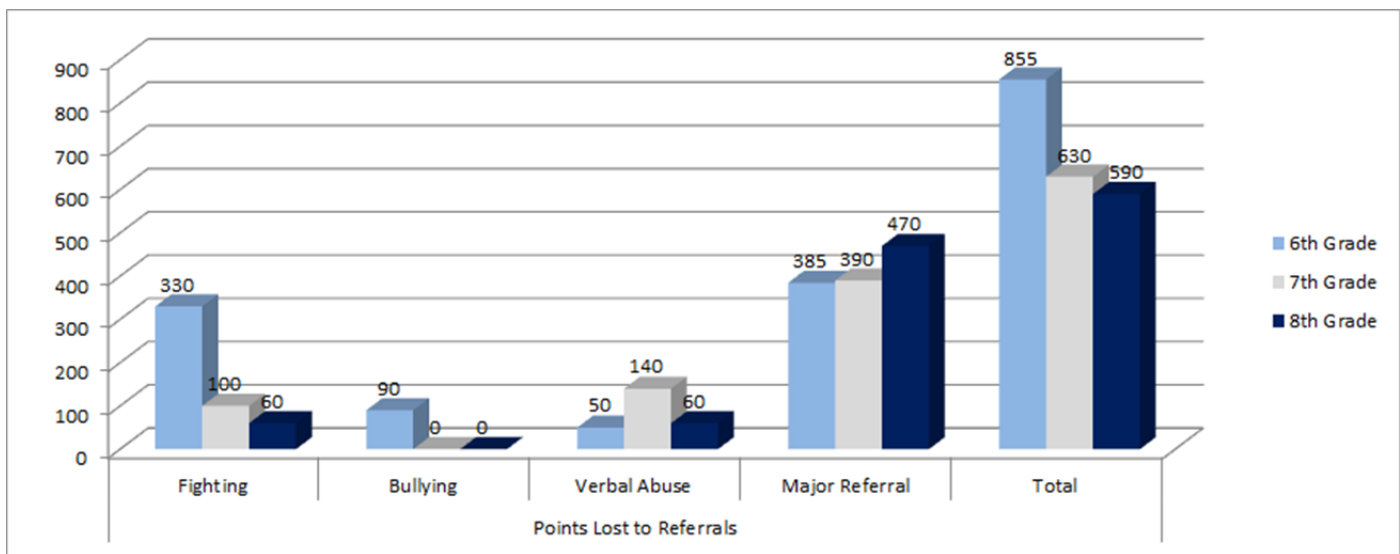
Positive Climate and Culture: The prediction for the hall sweep initiative was that tardy data would have a spike in the first couple weeks of school and then start to taper off. The data displayed above shows that tardies have continued to increase instead of decrease like hoped. The main factor could be due to the fact that the opportunity for restorative practice revolving around time management and movement through the school building has not been available. The building has been understaffed by 10 teachers since the start of the school year and all current staff have been on a regular rotation to cover the classrooms without teachers.

The Wildcat Way Competition rolled out strongly throughout the building. 6th grade has earned a total of 1,054 positive points. 7th grade has earned a total of 955 positive points. 8th grade has earned a total of 1,023 positive points. Even with all of the consistent reminders on what a wildcat is supposed to act like at Kennedy, incentives to entice teams to work together and make better choices, and visual reminders in the building, the penalties are still staggering surrounding the referral data.

6th grade team has lost 855 points due to referrals. Out of those 855 points, 330 were from fighting, 90 were from verbal abuse, 50 were for bullying, and 385 were from other types of major referrals. 7th grade lost 630 points. Out of those 630 points, 100 were for fighting, 140 were from verbal abuse, and 390 were from other types of major referrals. 8th grade lost 590 points. Out of those 590 points, 60 were from fighting, 60 were from verbal abuse, and 470 were from other types of referrals.

Specialty referrals like bullying, fighting, and verbal abuse were weighted heavier than regular major referrals due to the focus surrounding those behaviors in our SMART goal.





Wildcat Lotto Tickets have been a major success in terms of recognizing the students who display behaviors that are above and beyond daily expectations. The students really enjoy the instant gratification that comes from the lotto tickets and cash them in as soon as they can to claim their prize. 6th grade students have cashed in 41 lotto tickets, 7th grade students have cashed in 48 lotto tickets, and 8th grade students have cashed in 57 lotto tickets. 67 additional lotto tickets have also been cashed in, but the students forgot to place their grade on the tickets. The tickets are still a great way to recognize the individual student that is working hard at rising above the status quo and making great behavioral choices.

BIST

Teachers found the processing and planning piece useful and watching the conversation with a student gave them a better visual of the results from processing and planning the proper way. Our BIST expert being here the first two weeks to push in for new teachers gave them the support at the beginning of the school year with the implementation of BIST.

5. What modifications to existing strategies will be made in response to this analysis?

Positive Culture and Climate: The hall sweeps have not been working in the way that staff hoped when the initiative was created. Common issues surrounding the initiative are lack of administration available to write hall sweeps due to the necessity to be somewhere else and help manage behavior, a lack of parent attendance at morning conferences for the overnight suspensions assigned due to the hall sweep, and a lack of opportunity to work with the chronically tardy students to cultivate a new skill set surrounding time management. The initiative has been modified by not hall sweeping between the lunch hours from 11 – 1:30. This change was announced to staff, but not to students. This modification will help reduce data around suspensions but will not lower tardies. Another modification being designed is an after school Wildcat Way detention. In this detention students would be guided through lessons that will help them build the skills necessary to be on track to graduate. The detention will be assigned in lieu of overnight suspensions and allow for restorative practice.

The Wildcat Lotto Tickets will continue as designed with the hopes of building intrinsic motivation in our students.

The Wildcat Way Competition will continue as designed in terms of point and penalties. The committee will discuss how to help decrease the amount of referrals occurring in the building to help lower the referrals and penalties towards the game. The committee will also discuss new ways to verbalize, remind, restore, and market the game to keep positive behavioral choices on the forefront of student thought.

BIST

The staff will be getting together to make a decision on the continuation of BIST. If the staff decides that BIST will be continued, then we will review the data and make a collective commitment on tracking and processing.

6. What new strategies will be implemented?

Positive Student Climate:

The only new strategy that will be implemented is the Wildcat Way Detention to help with restorative practice surrounding our heavy hitting data points surrounding school culture. The strategy (game) described above is a new strategy that has just begun during the last month.

BIST:

We will be looking for ways to be able to track more efficiently and develop strategies to ensure staff members are tracking student movement and processing with them when they return.

7. What strategies will not be continued?**Positive Student Climate:**

All current strategies will continue into the second quarter.

BIST:

We have postponed the BIST expert's site visits until we know the outcome of the staff decision to continue BIST.

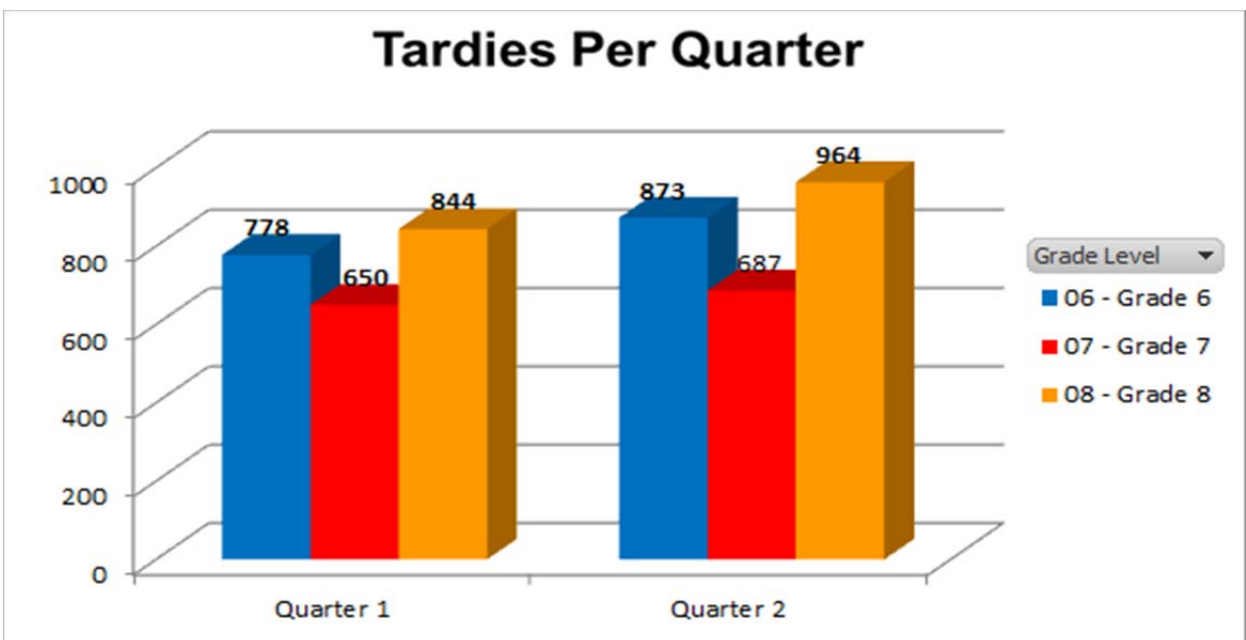
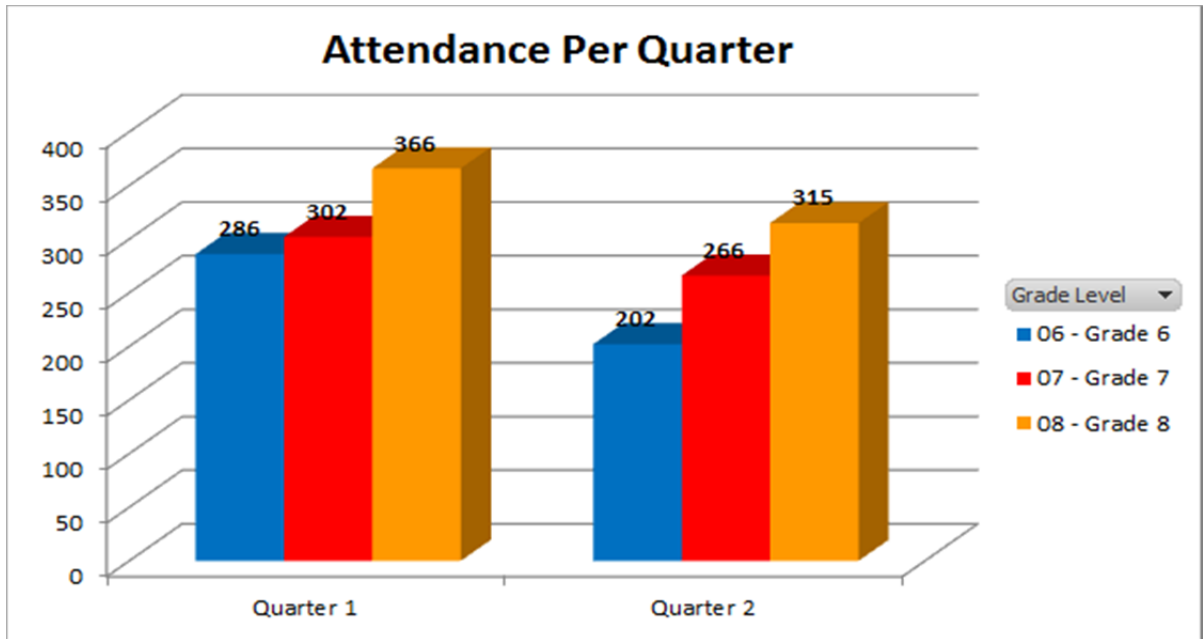
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INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

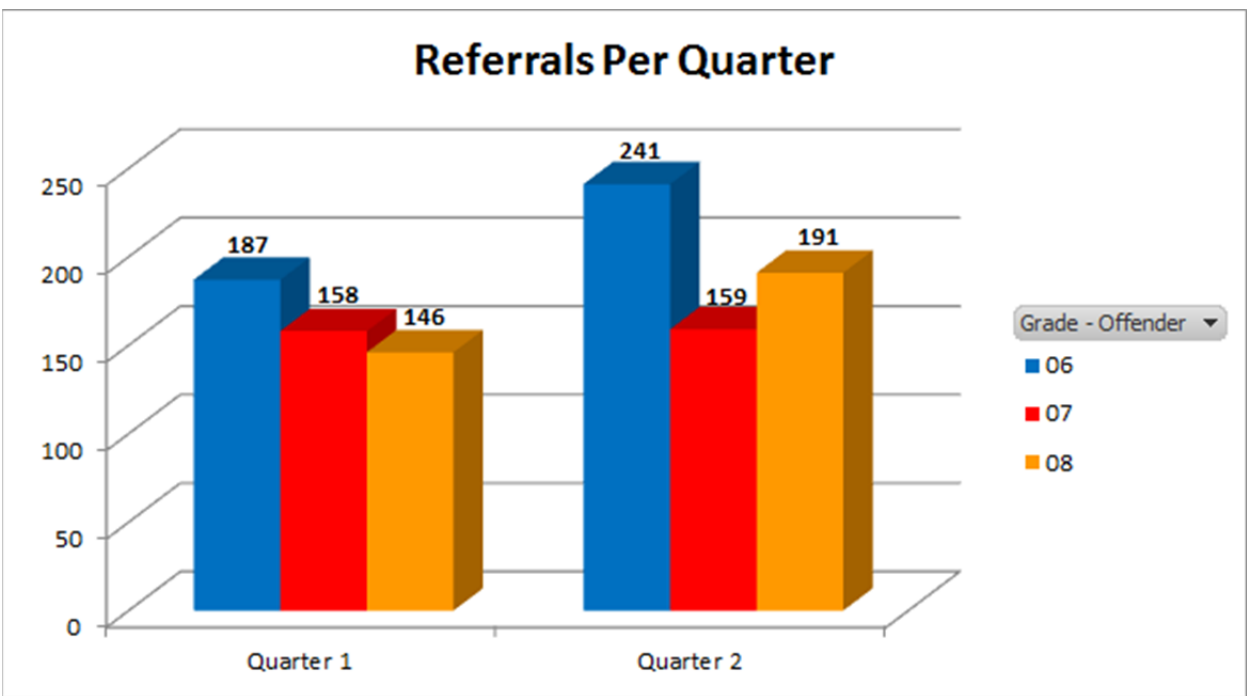
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QTR 2 Student Behavioral/Climate Analysis

Analyze data pertaining to student attendance, disciplinary incidents, chronic absenteeism, and dropout rates against previous years' and/or quarters' performance.

Tardies, Absences, and Referrals Charts:





1. What positive and/or negative patterns are emerging over time?

Tardies, Absences, and Referrals:

Tardies increased from quarter 1 to quarter 2. 6th grade had a 11% increase in tardies, 7th grade had a 5% increase in tardies, and 8th grade had a 12% increase in tardies.

Absences have decreased from quarter 1 to quarter 2. 6th grade had a 29% decrease in absences, 7th grade had a 12% decrease in absences, and 8th grade had a 14% decrease in absences.

Referrals increased from quarter 1 to quarter 2. 6th grade had a 22% increase in referrals, 7th grade had less than .06% increase in referrals, and 8th grade had 23.5% increase in referrals.

BIST:

Staffing issues during semester one created problems in implementing BIST building wide. The school leadership team proposed a different schedule which eliminated the need for in-house subs. It is expected that starting quarter three all staff will implement BIST.

Refocus Center:

The Refocus/Planning Center's main focus is still a non-judgmental place where students can go to help themselves stop acting out and calm down. This quarter our students struggled with a lot of emotional challenges and the Refocus Center gave them a place where they feel safe and can go when they feel overwhelmed/or at a stage of making a bad choice they can come and get refocused and then go back to class being on the right track.

From October 24th through January 11th the Refocus Center had 522 visits a 52% increase over from the 1st Quarter 2018-2019 year.

6th Grade 23.3%

7th Grade 32.5%

8th Grade 44.2% (higher due to the location of the Refocus Center being on the same floor).

2. Which groups of students are demonstrating improvement and which are not?

Tardies, Absences, and Referrals:

All three grade levels attendance improved from quarter 1 to quarter 2. In the area of tardies and referrals all groups of students are not improving.

BIST:

Due to staffing issues, we were unable to implement or track BIST data with consistency. We have changed the schedule to reduce the need for long-term subs and in-house subbing so that BIST can be implemented starting quarter 3 with fidelity.

Refocus Center:

Top categories for the 2nd Quarter 2018-2019 are as follows:

Reason for Visit	%
Calm down or social emotional needs	24
Anger	22
Disturbing the learning environment	18
Overnight Suspensions due to Behavior	17
Issues with other students	14
Arguing with teacher/adult	5
Interventions	%
Student was allowed time to calm down /refocus	51.5
Behavior Expectations Reviewed and Discussed	48.5
Practiced Anger Techniques	48.4
Talked it out	35.8
Phone Call Made to Parent/Guardian	35.0

The Refocus/Planning Center is able to return students to class after a designated time with a staff member who can talk through the problem with the student. The Refocus Center, school counselors and social workers will continue to work together to help students who need a brief time out from class for whatever reason.

3. What strategies and/or interventions were used to improve in these areas?

Positive Culture and Climate:

After school detention was used as an intervention for students who earned hall sweeps during the school day. The master schedule was also changed in the middle of 2nd quarter due to staffing issues. The new bell schedule added an additional minute onto the passing period.

The Wildcat Way Competition was put on hold during 2nd quarter. The behavior data from quarter 1 and part of quarter 2 showed that the competition was not motivation enough for students to make appropriate behavioral choices in school.

Wildcat Lotto Tickets were still in place through the quarter.

BIST:

What strategies and/or interventions were used to improve in these areas?

In January, the staff had a meeting to clarify the expectations of BIST and set up training for any new staff members. The BIST tracker will be placed on the team agendas to ensure staff is tracking movements in the third quarter.

Refocus Center:

Students come to school with all kinds of issues stemming from their home and social life and the Refocus Center continues to be a safe place for them to come and vent, get skills or information on how to navigate through their issues. The Refocus Center staff will continue to understand the reasons behind behaviors and focus on prevention, opposed to punishment. We understand that not all behaviors call for the same response.

4. To what extent did they result in positive improvements?

Positive Climate and Culture:

The data around tardies demonstrates that the interventions did not result in positive improvements.

The pause of the Wildcat Way Competition was not for the entire quarter. It was paused for the first couple of weeks so the Positive Climate Committee had time to discuss the data from quarter 1 and figure out a new plan. A presentation with the behavioral data was created. This presentation was given by administration to all of the students in ELA classes before Thanksgiving break. The presentation and reminder about the games purpose, rules, and rewards did not have the desired effect. *look at graphs to determine the change in referrals from 11/26 to 12/21*

Wildcat Lotto Tickets are still a very popular thing with the students. There were 338 lotto tickets redeemed 2nd quarter.

BIST

Many teachers are still implementing BIST. This restorative practice has been useful to staff members who have the training to implement it fully on their own.

5. What modifications to existing strategies will be made in response to this analysis?

Positive Culture and Climate: The after school detentions have not been a deterrent in getting to class on time. The building decided to go back to overnight suspensions as a consequence for not getting to class on time.

The Wildcat Way Competition will no longer continue. In its place the Positive Climate Committee is working on different rewards to celebrate the successes of students who are making great behavioral and academic choices. A program is being designed for students of the month. This program allows staff to nominate students who are working hard, completing assignments, and displaying great student behaviors. These students will earn celebrations the last Friday of every month. Another program is being designed to reward students who have earned no referrals for a period of time. The programs

are still in the planning stages. The hope is to have the program designed, communicated out, and running by February 4th.

The Wildcat Lotto Tickets will continue as designed with the hopes of building intrinsic motivation in our students. The Positive Climate Committee will make more tickets and redistribute them to staff with a reminder to hand them out for great behaviors!

BIST

The staff will be looking at the BIST tracker more frequently to ensure it is being completed by all staff members.

6. What new strategies will be implemented?

Positive Student Climate:

The two new strategies to be implemented are Students of the Month and the No Referral program.

BIST:

We will be looking for ways to be able to track more efficiently and develop strategies to ensure staff members are tracking student movement and processing with them when they return.

7. What strategies will not be continued?

Positive Student Climate: The Wildcat Way Competition will not continue.

BIST: Training will be implemented by the BIST committee to create sustainability.

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INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 3

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 4

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

Parent/Community Engagement. Describe activities and interventions used during this quarter that support family and community engagement. Analyze data associated with these to determine the extent to which they resulted in positive improvements.

QTR 1 Section 2: PARENT/COMMUNITY ENGAGEMENT

Parent and Family Engagement (FACE) 2018-2019

Reporting date August 6th - October 12th 2018

Back To School Event

Aug 16th, 2018, the (FACE) Parent and Family Engagement team hosted our BTS “Back to School” event.

The event had an official count of 389 people in attendance. More than 16 vendors provided information/services to educate and provide some on the spot services. Vendors with table set ups include: Rockford Housing Authority, Youth Services Network, City of Rockford Fire Dept., Rockford Police Dept., Rockford Public Library, Circle of Wellness, Crusader Community Health, to name a few.

Attendees enjoyed live entertainment from the likes of a brother duo guitarist and drummer, and a dance performance from the Praise Dance Team of All Nations Church.

The FACE Committee was able to solicit help from several community stores to provide a variety of food options for our guest to enjoy. Subway provided 400 cookies, Chuck-A Luc Restaurant; 3 pans of catfish fillets, DaCatch Restaurant; 2 pans of chicken wings, Save-A-Lot (West State); 300 hot dog buns, and Save-A-Lot (Riverside); 300 sodas.

Advertisement

The FACE Team took a different approach this year with advertisement. We handed out flyers at the Little League Football sign ups. Two teams from the League agreed to hand out (BTS) flyers to parents when parents came to sign their child up for the team.

The two teams were Northwest Community Center and 100 Strong; each team received 75 flyers each. Back to School event flyers were also handed out at 2 Rockford Park District events held at Levings Lake (Sounds of Summer Live and a children’s talent show). A total of 100 flyers were passed out at these 2 events.

The timing in which the flyers were disseminated was taken into careful consideration. The stationary flyers (posted at corner stores, barbershop, etc.) were posted a month prior to the Aug 16th BTS event. Those flyers that were given to individual people were issued out 2 weeks prior to the event.

Parent Volunteers

Kennedy currently has four Parent volunteers each one of them has undergone the school and district background search, (Fricks, Barker, Jones, and James.) The parent’s I have mentioned are also helping plan a school field trip.

Parent Café

KMS held its first Parent Liaison coordinated Parent Cafe of 2018-19 on September 10th at 4:30PM in the KMS Cafeteria, 35 KMS family members attended this occasion. Program discussion on this day was BIST, Youth Guidance led the discussion about what kind of events and activities would our parents and families like to see at KMS. Food was served. We have since changed the location of Parent Café to the KMS Library.

The Metrics on the following pages are federally required.

QTR 2 Section 2

Parent/Community Engagement

October 15th Parent Café (14) parents and children in attendance

The purpose of this program was to get to know one another and to identify and appreciate our differences. Parents and KMS staff was asked to pair up where possible and ask one another the following questions:

Youth Guidance led the activity

- Did you grow up in a rural or urban setting? What was it like?
- With this line of sharing I was trying allow opportunity for people to see some of our differences are due to geographic surrounding.
- What do you want to be when you grow up? (Your plans for the future)
- With this line of sharing I was attempting to show we all have goals and dreams of a better future
- What advice would you give a 14 year old?
- When raising your teenage children what have you found you must be consistent in stressing to them?

Here I was trying to show we all have valuable insight into how to help our children grow to be successful, although our approach may sometime be different.

Everyone appeared to be really engaged and curious about this exercise. All participants left with a better knowledge of why some people act and react to things the way that they do.

Food was served toward the end of this event.

November 19th Parent Café (13) Parents and children attended this event

Agenda on this day

The Parent Liaison question of the day:

“What are some things we tell our children to let them know that we value education and demand their cooperation with their teachers?”

Youth Guidance did a fantastic job helping everyone feel connected

Bingo Game Played for gifts, coffee mugs and candy.

There was a microwave raffled off to a lucky parent (the microwave was donated by a teacher).

University of Illinois Extension provided samples of holiday foods.

The November 19th Parent Cafe event was a great pre-Thanksgiving occasion. Participants loved playing the Bingo Game that was played during the event. Food was served at this event.

December 17th Parent Café (22) Parents and children attended this event

This event was advertised as the pre-Christmas Holiday Bash. Several teachers were in attendance at this event (8).

This was a fun filled evening with coloring books for the small children who attended with parents and the Bingo game was a hit. The Bingo game was a success the month prior that it was decided event participants would play again to end the year with fun and prizes. After the December Parent Café, family members left with either a gift of some sort, a winter coat or a coffee mug. Coats were donated by the Kiwanis club and the Sigma Gamma Rho Sorority, more than 25 KMS students received winter coats, as they were given coats first then the left over coats were given to some family members.

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 3

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 4

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

High Quality, Job-Embedded Professional Development. Describe major topics that were covered during this quarter (e.g. data literacy, differentiated instruction, leadership), the mode of delivery (e.g. coaching, peer-to-peer), and the entity providing the professional development (e.g. lead partner, district). Also, describe activities that occurred during collaboration time for teachers and/or other staff and administration. Analyze data associated with these to determine the extent to which they resulted in positive improvements for students and/or staff.

QTR 1 Section 3: HIGH QUALITY JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Describe major topics that were covered during this quarter (e.g. data literacy, differentiated instruction, leadership), the mode of delivery (e.g. coaching, peer-to-peer), and the entity providing the professional development (e.g. lead partner, district).

Summer Professional Development

Each of the following were done in a whole group setting.

- August 9, 2018 - Transforming School Culture by Anthony Muhammad
 - Transforming School Culture experts will help you examine the assumptions, beliefs, expectations, and habits that comprise your school's culture, to ensure a productive and functional environment. Work with our experts to develop the ability to properly respond to challenges and adversity.
- August 13, 2018 - Common Expectations Led by Administration
 - Teachers discussed problematic areas, procedures, and policies. Solutions were brainstormed and common expectations for staff and students were agreed upon.
- August 14, 2018 - BIST presented by the BIST Committee
 - Professional development that consisted of a review of the philosophy of BIST, the continuum, restorative practices, processing and planning. During the professional development teachers worked out scenarios and completed activities to help them look for gateway behaviors and correct them quickly. In addition, a BIST member brought in her child so that teachers could watch a real student during processing as well as the BIST intervention planning. This allowed teachers to have a better understanding of how BIST truly works by seeing the processing and planning piece in action.
- August 15, 2018 AM - Classroom Management presented by Title 1 Teacher and Librarian
 - The session was inspired by the facilitators' attendance at a TREP (Trauma Responsive Educational Practices Project) conference during Spring 2018. The PD had four foci: relationship building, consistency, pre-corrections/planned responses, and designing the physical space.
- August 15, 2018 PM - MtSS presented by the MtSS Committee
 - The MtSS PD was designed with a few different goals in mind. We began with an overview of what MTSS and Flex Day are and how they look at Kennedy Middle School. We then went over any changes from last year to this year that the MTSS committee made. We also discussed common expectations, teaching in a block schedule, and the Request for Funding process. Participants were then split into two groups. ELA and Math teachers began developing entrance and exit criteria for interventions. Science, Social Studies, and Specials teachers began developing enrichments and working on Requests for Funding.

Extended Day Professional Development

Each of the following were done in a whole group setting.

- September 12, 2018 (1 hour) - Common Expectations Led by administration
 - This session was intended to review Common expectations from the August training and provide any needed clarifications.
- September 12, 2018 (1 hour) - Classroom Management presented by Title 1 Teacher and Librarian
 - This session gave teachers the opportunity to ask clarifying questions, reflect the start of the year in terms of classroom management, and refine current practices.
 -

Coming in October:

A Carousel, presented by the Instructional PD Committee, CEC, and Librarian, that includes:

- Reciprocal Teaching Introduction for all (1 hour)
 - This session will introduce Reciprocal Teaching to teachers. They will get the what and the why of reciprocal teaching and be given information, examples, and the “how to” around the questioning stage of Reciprocal Teaching.
- Choose one of the following (1 hour):
 - Library Resources
 - Engagement strategies
 - Vocabulary

District Professional Development on Institute Days

On our beginning of the year Institute Days teachers attended three sessions of their choice. Sessions included curricular work and clarifications, Social Emotional Learning strategies and information, a viewing and discussion of the documentary, Paper Tigers, work on Short Cycle Goals, Understanding MAP data, and many others.

Also, describe activities that occurred during collaboration time for teachers and/or other staff and administration.

CEC Instructional Coaching

CEC consultants have been working with teachers to establish classroom management. Their work has revolved around helping teachers establish the following components:

- Seating charts
- Attention grabbers
- Arrival procedures
- Dismissal procedures
- Movement in the classroom

BIST

BIST training was also offered by the BIST committee after school the first two weeks for any teachers that had been hired late and did not receive the training. An additional training was offered at the beginning of October for any staff who was hired after the start of the school year.

PLCs

Professional Learning Communities meet weekly on Thursday mornings from 7:30 - 8:15. Discussion during this time revolves around:

1. Common assessments, including CFAs, CSAs, NWEA MAP, and District Focus Skills Assessments and the planning, analysis, and development of next steps around them.
2. Curriculum, including how to use and find the curriculum guides, strategies, vocabulary, and planning for upcoming content.

PLCs have met on the following dates.

- August 23rd and 30th
- September 6th, 13th, 20th and 27th
- October 4th and 11th

GLTs

Grade Level Teams meet twice a week on Tuesdays and Thursday during a common plan time. During this time they discuss

1. Student related concerns both academic and behavioral
2. Data around grades, tardies, BIST, and referrals

GLTs have met on the following dates.

- August 21st, 23rd, 28th, and 30th
- September 4th, 6th, 11th, 13th, 18th, 20th, 25th, and 27th
- October 2nd, 4th, 9th, and 11th

Analyze data associated with these to determine the extent to which they resulted in positive improvements for students and/or staff.

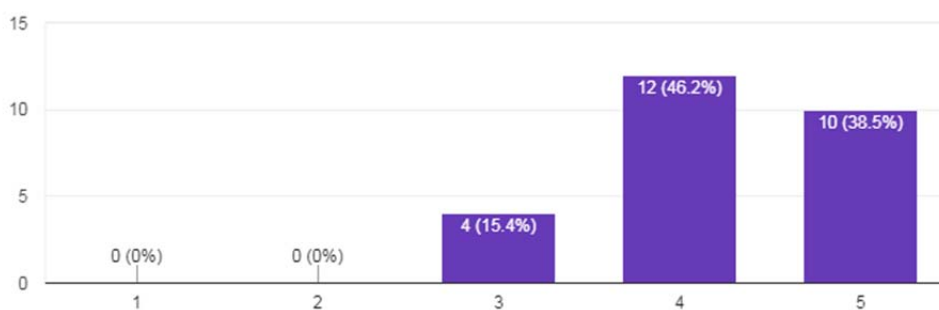
Common Expectations

What did you think will be most useful from today's PD? (26 responses received)

- Knowing what expectations are for the building
- Team Building
- Having the entire staff on the same page with the processes that go into common expectations
- Getting everyone on board with the common expectations
- Getting every teacher on the same page regarding school expectations.
- Knowing we all are consistent.
- Implementing school rules in the correct way.
- Collaboration over policies
- Staff coming together and coming up with expectations which will be used throughout the building
- Common expectations
- Building common expectations building wide.
- Getting started on creating the common expectations and solidifying them for the year.
- Having a concrete plan of attack.
- The idea of consistency for all staff members.
- If all teacher have common expectations, students will understand the expectations more effectively.
- conversation
- Having the same common expectations and using those consistently
- Yes
- Decisions on importance of consistency
- Not sure
- Getting to know all of my new colleagues and understanding where I can get help.
- We started, but did not finish to lay out common expectations and consequences that should be followed.
- Open dialogue
- Making sure everyone is on the same page
- Reminding students of classroom expectations and seeing them through on a daily basis.

On a scale of 1 to 5, how useful was this PD?

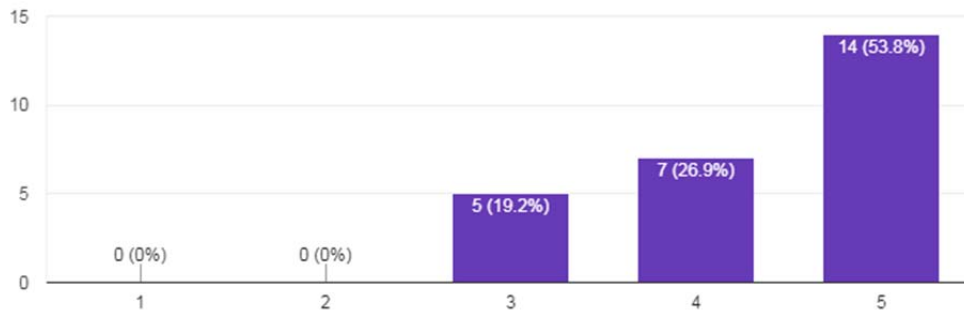
26 responses



The graph and the anecdotal data above indicate that most of the people that attended this PD felt that it was useful. Some positives from this data include the comments about this activity helping us be on the same page, consistent, collaborative and building relationship with colleagues.

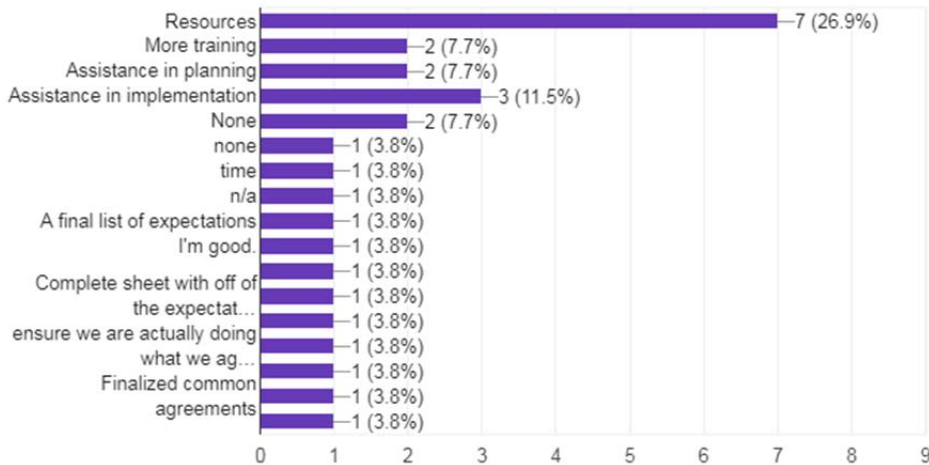
On a scale of 1 to 5, how prepared are you to implement this PD?

26 responses



What support do you need in order to implement this PD?

26 responses



Most teachers felt that they would be able to implement the agreed upon expectations. Some felt they may need more training, assistance in planning and implementing, or some resources to be successful.

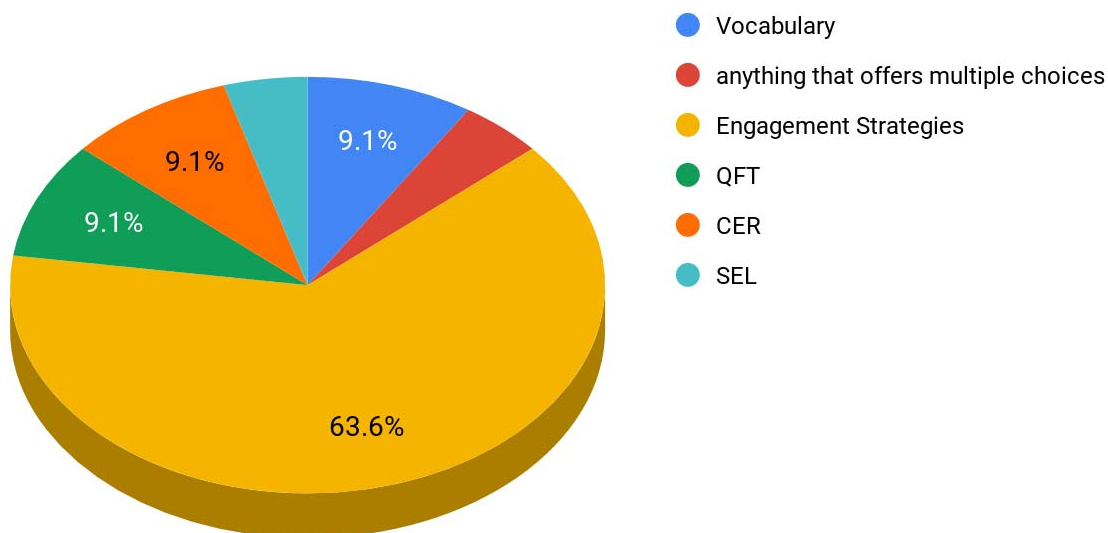
How will what you learned today impact your classroom? (26 responses were received)

- More consistency
- It will help me in teaching building expectations.
- It will help set consistent boundaries with building wide expectations
- I know what to tell students if there is a question on in regards to uniforms, behaviors, hallways, etc.
- Be part of the school team and focus on our common expectations.
- Knowing what is expected helps the whole classroom.
- I will be able to better support students.
- Consistency around the building will allow consistency to be in the classroom, providing more structure for students.
- It takes consistency to make this plan work
- Consistency with other teachers
- Being able to de-escalate students.
- Structure and consistency to what else is happening in the building.

- It should help create a climate of consistency.
- Reinforcing the consistency but also re-teaching and practice of expectations.
- Students that come into my class will understand my expectation because they will be global in the school. This will make my job easier.
- Better discipline
- Upholding the consistency to create a positive culture at Kennedy
- Make our school a better place to teach.
- Consistency will decrease classroom disruptions from policy implementation
- Not sure, because some of the expectations weren't made clear.
- Understanding exact policy regarding student behavior (cell phone use, dress code etc.)
- Will help that all should be following and implementing the same expectations.
- Make sure you are enforcing the expectations
- Smoother start to the year
- It will make dealing with issues much easier
- Very much, because reminding them of the expectations regularly will help the classrooms management.

The graph below shows that teachers are interested in training on a variety of different topics, but the one topic that nearly 64% of the teachers would like more training on is engagement strategies. This is a training that will be offered at our Extended Day in October.

What other PD would you like to have presented?



MtSS

A survey was given after the MtSS training this summer and the follow are the responses.

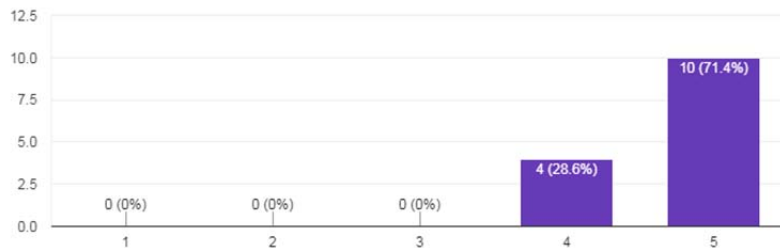
What did you think will be most useful from today's PD? (14 responses received)

- The ability to have students and teachers interact without grades or pressure to produce an end product but to have the students being creative and at ease to build the relationships between students and teachers stronger. (2)
- Knowing what to do with kids.
- Showed new forms and trackers
- Resources
- The work time to process the information and plan to implement
- The check in grade sheet
- Knowing how this works

- The tracking program
- The ability for teachers and students to connect and build relationships using creativity.
- Enrichment layout timetable
- Understand of block/flex scheduling
- MTSS implementation schedule; first few weeks being done for us
- Schedules

On a scale of 1 to 5, how useful was this PD?

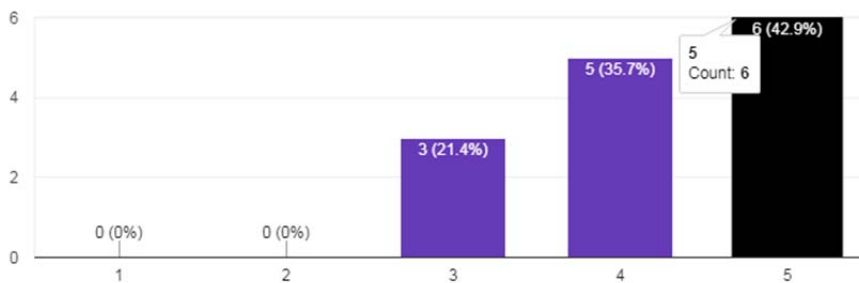
14 responses



The above data shows that the MtSS training that was done in August was useful to all that completed the survey. The comments from teachers also show that wide range of topics that were covered. Generally those comment along with the below graph show that this training helped teachers to feel more prepared for our MtSS days.

On a scale of 1 to 5, how prepared are you to implement this PD?

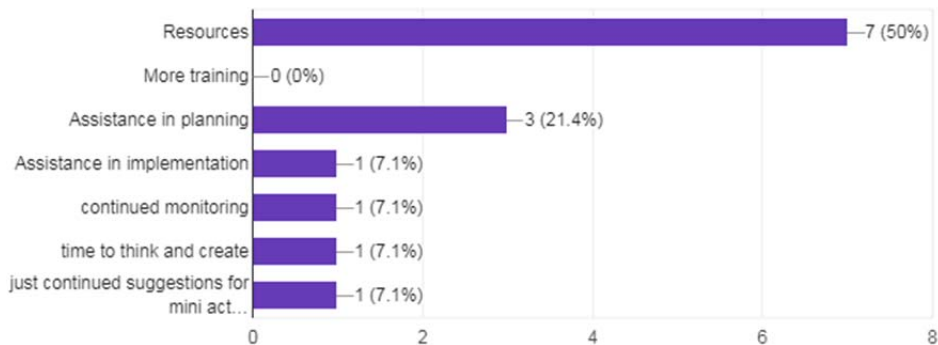
14 responses



The graph below shows that some teachers need more resources to successfully implement MtSS. Some may need assistance in planning or implementation. This data allows us to plan for continued professional development and support for our teachers around the areas of MtSS that they still feel unsure about. Also below we asked the question, “How will what you learned today impact your classroom?” The responses to this question shows teachers feel more confident in their ability to implement enrichments and intervention in an effect way with our students.

What support do you need in order to implement this PD?

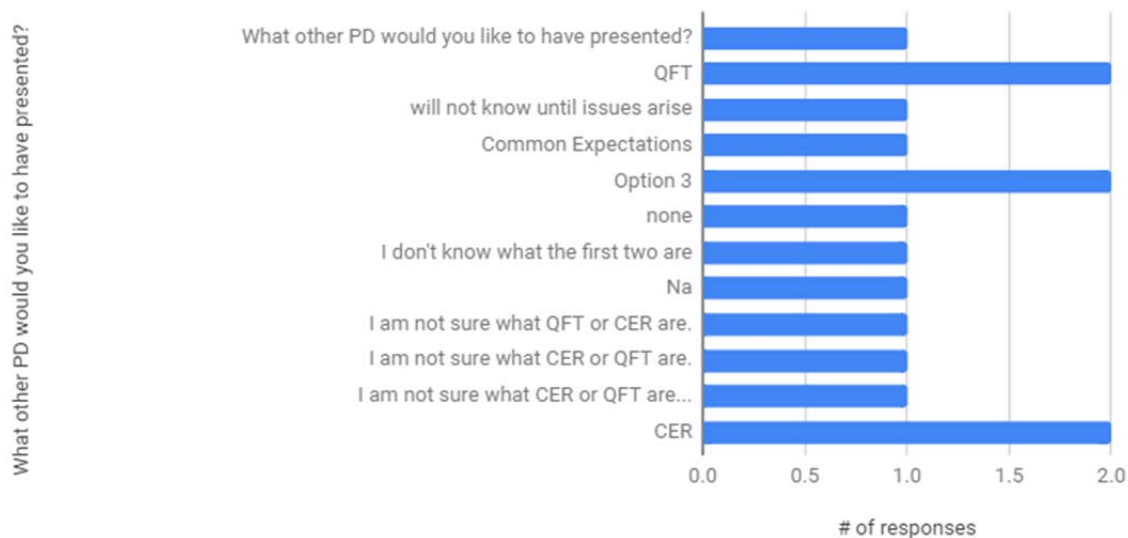
14 responses



How will what you learned today impact your classroom? (14 responses received)

- I will use the creative options enrichment in MTSS as a goal to help students in an intervention as a way for the students to want to reach their personal goals and improve their own skills. (2)
- Make a safe place for all students
- Help make sure smooth rollout
- Consistency
- It will help prepare me for my Wednesdays
- Hopefully students will have a greater completion of homework because of guided study hall
- I now know what I need to do
- It will help with MTSS day
- As an encouragement for students to increase their personal goals while in an intervention
- Better time management
- Direct impact on the Wednesdays of MtSS. I have a better understanding of how to divide and monitor students in the block as well as serve their needs.
- It will make Wednesdays flow better
- Planning

Count of What other PD would you like to have presented?



This last question shows that need for more PD time around CER and QFT, both of which can be incorporated in the work we do this year with Reciprocal Teaching. This gives us a better idea of what PD is needed for our staff.

The Metrics on the following pages are federally required.

QTR 2 High Quality Job-Embedded Professional Development

Describe major topics that were covered during this quarter (e.g. data literacy, differentiated instruction, leadership), the mode of delivery (e.g. coaching, peer-to-peer), and the entity providing the professional development (e.g. lead partner, district).

Extended Day Professional Development

In October the following PD was done in a Carousel, where all teachers were expected to attend Reciprocal Teaching, but could choose one of the other three offerings.

A Carousel, presented by the Instructional PD Committee, CEC, and Librarian, that included:

- Reciprocal Teaching Introduction for all (1 hour)
 - This session will introduce Reciprocal Teaching to teachers. They will get the what and the why of reciprocal teaching and be given information, examples, and the “how to” around the questioning stage of Reciprocal Teaching.
- Choose one of the following (1 hour):
 - Library Resources
 - Engagement strategies
 - Vocabulary

We did not have Extended Day PD in November; instead, we had an emergency meeting about our master schedule and the impact that the lack of teachers was having on it. A plan to revise our master schedule was suggested.

December Extended Day PD was led by the MtSS Committee and our School Nurse. Staff worked in a whole group setting around the following topics:

- MtSS(led by committee members)
 - Review of the plan for Flex Day
 - How to plan for Enrichments
 - How to plan for Intervention
- Self-Care(led by Nurse)
 - Stress
 - How it affects you
 - Tips for Dealing with it

CEC Instructional Coaching

CEC consultants have been working with teachers to establish classroom management. Their work has revolved around helping teachers establish the following components:

- Seating charts
- Attention grabbers
- Arrival procedures
- Dismissal procedures
- Movement in the classroom

BIST

The BIST coach was here to work with teachers in their classrooms on October 24th. In November, it was decided by a vote of certified teachers and staff that Kennedy would no longer have the BIST coach return to Kennedy since teachers did not see a value in his presence.

PLCs

Professional Learning Communities meet weekly on Thursday mornings from 7:30 - 8:15. Discussion during this time revolves around:

1. Common assessments, including CFAs, CSAs, NWEA MAP, and District Focus Skills Assessments and the planning, analysis, and development of next steps around them.
2. Curriculum, including how to use and find the curriculum guides, strategies, vocabulary, and planning for upcoming content.

PLCs have met on the following dates.

- October 18th and 25th
- November 1st, 8th, 15th, and 29th
- December 1st, 8th, 15th, and 22nd

GLTs

Grade Level Teams met twice a week on Tuesdays and Thursday during a common plan time until November 20th Starting the last week of November Grade levels teams are now meeting once a week at 7:30 am on Tuesday mornings. During this time they discuss:

1. Student related concerns both academic and behavioral
2. Data around grades, tardies, BIST, and referrals

GLTs have met on the following dates.

- October 16th, 18th, 23rd, 25th, and 30th
- November 1st, 6th, 8th, 13th, 15th, 20th, and 27th
- December 4th, 11th, and 18th

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 3

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 4

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

Student Outcomes and Advanced Course Placement. Describe those strategies and interventions that were implemented to improve the high school graduation and college enrollment rates during this quarter. This may also include summer transition programs, and enrollment in AP or IB courses, and advanced math courses, such as trigonometry, analytic geometry, math analysis, probability and statistics, pre-calculus, and calculus and classes in a postsecondary institution or dual enrollment.

- What positive or negative patterns are emerging over time?
 - Which groups of students are demonstrating improvement and which are not?
 - What strategies and/or interventions were used to improve in these areas?
 - To what extent did they result in positive improvements?
 - What modifications to existing strategies will be made in response to this analysis?
 - What new strategies will be implemented?
 - Which strategies will not be continued?
-

QTR 1 Section 4: STUDENT OUTCOMES AND ADVANCE COURSE PLACEMENT

1. What positive or negative patterns are emerging over time?

- In the Fall of 2015, 19% of students stated they would like help improving school success. In the fall 2017, this number was 33%. In the Fall of 2018, this number was 34%.
- In the Fall of 2015, 15% of students stated they would like help with goal setting. In the Fall of 2017, this number was 43%. In the Fall of 2018, this number was 35%.
- When comparing quarter one elective grades from 2017-2018 to quarter one elective grades in 2018-2019 there is no data. This will come in the quarter 2 report.
- When comparing quarter one honors classes grades from 2017-2018 to quarter one honors classes grades in 2018-2019, we saw there is no data. This will come in quarter 2 report.

2. Which groups of students are demonstrating improvement and which are not?

No data at this time.

3. What strategies and/or interventions were used to improve in these areas?

6th Grade

- Continuing block Math and English classes.

7th Grade

- Students with 2 or more F's were offered Camp Journey over the summer to help aid in their 8th grade success.
- There are two Honors Math classes, one honors English class, and one Honors Social Studies class.

8th Grade

- Students with 2 or more F's went to the Step-up program between 8th and 9th grade to help improve High School success.
- There is one honors Math class, one honors English class, and one Honors Social Studies class.
- Students are enrolled in Seminar class. This class provides career cruising access and help with college and career readiness.

All Grades

- Math and English help is provided throughout SILE days for students.
- A Career fair is being planned at this time; this will be implemented in quarter 3 or 4.
- Outside agencies have been recruited to do Mentoring groups.

4. To what extent did they result in positive improvements?

- There is no data to support the level of improvement at this time

5. What modifications to existing strategies will be made in response to this analysis?

6th grade

- The counselor is planning a trip to the Elementary school by the end of the year to talk about middle school expectations. The modification being they may go more than once.

7th grade

- The students have been offered 2 honors math classes.

6. What new strategies will be implemented?

6th grade

- The counselor is working on plans for careers on wheels in the fourth quarter.

7th grade

- The counselor meets one on one with the students that have the highest number of F's.

8th grade

- The SEL committee will be bringing back the Career Fair; this will be implemented in quarters three or four.

All grades

- Mailing out notices to parents for students who are getting two or more F's
 - The SEL committee will be holding Red Ribbon Week for drug and alcohol awareness.
- Next semester there will be more enrichments and interventions through MtSS

7. What strategies will not be continued?

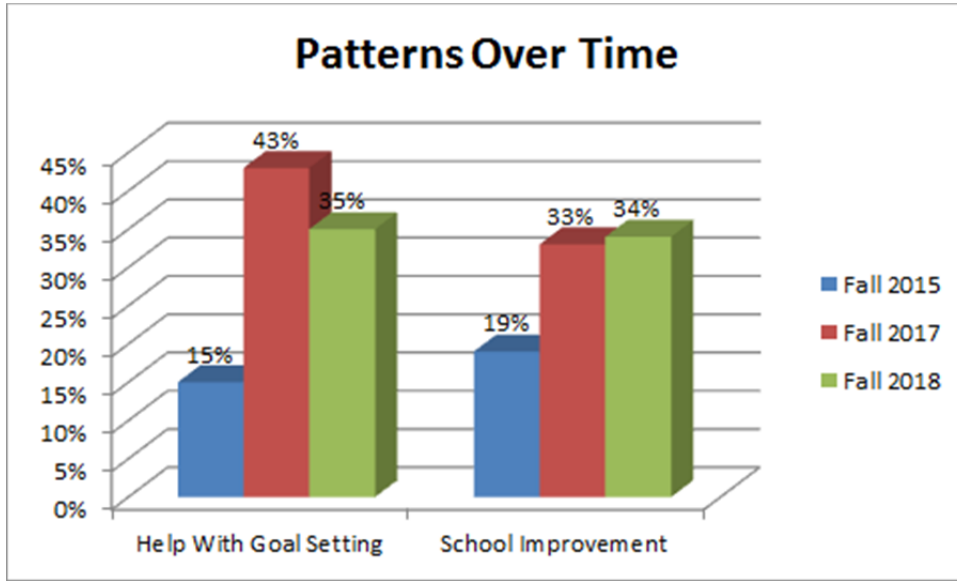
- There are less electives available compared to 4th quarter in 2017-2018.

At this time there is no evidence to show that any other strategies need to be discontinued.

The Metrics on the following pages are federally required.

QTR 2 Student Outcomes and Advance Course Placement

1. What positive or negative patterns are emerging over time?



In the Fall of 2015, 19% of students stated they would like help improving school success. In the fall 2017, this number was 33%. In the Fall of 2018, this number was 34%.

In the Fall of 2015, 15% of students stated they would like help with goal setting. In the Fall of 2017, this number was 43%. In the Fall of 2018, this number was 35%.

2. Which groups of students are demonstrating improvement and which are not?

Students show growth in their desire to learn about school success, based off of the above data.

3. What strategies and/or interventions were used to improve in these areas?

- Continuing block English classes
- There are two Honors Math classes, one honors English class and one Honors Social Studies class
- Students with 2 or more F's went to the Step-up program between 8th and 9th grade to help improve High School success
- There is one honors Math class, one honors English class, and one Honors Social Studies class
- Math and English help are provided throughout SILE days for students
- Outside agencies have been recruited to do Mentoring groups
- Changing the master schedule to guarantee all students have a certified teacher
- KMS will be implementing a Success center in which students will enter based on behavior data and will be able to exit based on behavior data

4. To what extent did they result in positive improvements?

- There is no data to support the level of improvement at this time

5. What modifications to existing strategies will be made in response to this analysis?

- KMS is planning a trip to the Elementary school by the end of the year to talk about middle school expectations. The modification being they may go more than once
- The students have been offered 2 honors math classes

- The students will be receiving goal setting help in Groups
- The students receive one on one help with goal setting

6. What new strategies will be implemented?

- KMS is working on plans for the 5th-grade elective fair
- KMS staff meets one on one with the students that have the highest number of F's
- KMS is working on plans for careers on wheels in the fourth quarter
- KMS is working on plans to take the students to a career fair
- Mailing out notices to parents for students who are getting two or more F's
- Next semester there will be more enrichments and interventions through MTSS

7. What strategies will not be continued?

- There are fewer electives available compared to the 4th quarter in 2017-2018. The wheel has been removed to give core classes licensed teachers
- At this time there is no evidence to show that any other strategies need to be discontinued
- Upward bound will be coming to work with at risk students or first generation students to help with college success.

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 3

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 4

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

Achievement in Reading: Interim, Formative Assessment, and Summative Assessments (EPAS, PARCC). Analyze data pertaining to the students' performance in reading. This analysis should include trend and growth analysis.

- Which groups of students are demonstrating improvement and which are not?
- What strategies and/or interventions were used to improve in these areas?
- To what extent did they result in positive improvements?
- What modifications to existing strategies will be made in response to this analysis?
- What new strategies will be implemented?
- Which strategies will not be continued?

QTR 1 Section 5: ACHIEVEMENT IN READING

Analyze data pertaining to the students' performance in reading. This analysis should include trend and growth analysis.

1. Which groups of students are demonstrating improvement and which are not?

	Reading	Language Usage	Total Number of Students in Grade	Reading %	Lang Usg %
6th	98	87	168	58%	52%
7th	73	67	165	44%	41%
8th	90	67	184	49%	36%

2. What strategies and/or interventions were used to improve in these areas?

NWEA/MAP incentives: This year, KMS staff decided to offer incentives for the Fall round of NWEA/MAP as well as the Winter and Spring rounds. Previously, Fall incentives were not offered. As with other times we offered incentives, students were given goal cards to represent their growth goal score in each tested area. For the Fall incentive, students were given a goal of meeting or exceeding their Spring 2018 score in each tested area. An incentive was offered for students who met one, two, three, or all four growth goals. The incentives were scaffolded in desirability as students met more growth goals.

Short Cycle Goals: Along with the other content area PLCs, the ELA PLC will be participating in short cycle goal setting. For short cycle goals, grade level teams within the ELA PLC will select a target skill around which to build a short cycle goal. Each short cycle goal will be accompanied by a pre and post assessment on the target skill as well as data collection and data analysis. The short cycle goal process will repeat throughout the year as part of our ELA PLC overall cycle.

Curriculum: The ELA PLC is participating in a field test of the district's new ELA curriculum and the district's proposed core resource, Pearson *My Perspectives*. Kennedy teachers have access to the print resources from Pearson as well as the digital platform for the program. Students at all three grade levels are experiencing the curriculum and the new resource in both print form and digitally. *My Perspectives* is common core aligned. Curriculum maps are currently written at grade level alone with plans for continued work on the instructional and honors level curriculum throughout the 2018-2019 school year.

Curriculum Implementation Leader: In order to support the new ELA curriculum, the district rolled out a new position, the Curriculum Implementation Leader (CIL). The CIL is the PLC lead and is also responsible for supporting classroom teachers with implementation of the new curriculum and resource.

Title I Teacher: The REL, Reading Education Lead, position has now been replaced by a Title I Teacher position. The Title I Teacher spends 60% of her time working with a specific caseload of students, 30% of her time collaborating with

classroom teachers on Tier I interventions, and 10% of her time working on MtSS. The caseload of students for the Title I Teacher is based on NWEA/MAP scores and includes both students in need of additional literacy support and students in need of additional enrichments.

3. To what extent did they result in positive improvements?

Currently, we have only taken one round of NWEA/MAP, so further information regarding positive improvements will be provided in later quarterly reports.

4. What modifications to existing strategies will be made in response to this analysis?

No modifications are anticipated at this time.

5. What new strategies will be implemented?

No new strategies are being planned at this time.

6. What strategies will not be continued?

Instructional Coach: Kennedy no longer has an instructional coach for ELA/SS. Instead, the position has been replaced by the role of Title I Teacher.

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 2 Achievement in Reading

Achievement in Reading: Interim, Formative Assessment, and Summative Assessments (EPAS, PARCC). Analyze data pertaining to the students' performance in reading. This analysis should include trend and growth analysis.

NWEA/MAP DATA

6th Grade Reading Breakdown Report:

Fall 2018/2019

	Lo	LoAvg	Avg	HiAvg	Hi
Reading 6+	50%	17%	18%	11%	3%
Literature	45%	22%	15%	13%	4%
Informational Text	48%	23%	15%	12%	3%
Vocabulary Acquisition and Usage	44%	27%	12%	13%	3%

Winter 2018/2019

	Lo	LoAvg	Avg	HiAvg	Hi
Reading 6+	52%	23%	13%	11%	1%
Literature	51%	23%	11%	13%	2%
Informational Text	52%	20%	13%	12%	3%
Vocabulary Acquisition and Usage	50%	20%	12%	15%	2%

7th Grade Reading Breakdown Report:

Fall 2018/2019

	Lo	LoAvg	Avg	HiAvg	Hi
Reading 6+	42%	20%	18%	16%	5%
Literature	39%	22%	20%	17%	3%
Informational Text	46%	17%	16%	15%	7%
Vocabulary Acquisition and Usage	41%	18%	18%	17%	7%

Winter 2018/2019

	Lo	LoAvg	Avg	HiAvg	Hi
Reading 6+	51%	20%	14%	12%	3%
Literature	51%	17%	16%	11%	4%
Informational Text	53%	20%	14%	11%	2%
Vocabulary Acquisition and Usage	49%	17%	19%	9%	6%

8th Grade Reading Breakdown Report:**Fall 2018/2019**

	Lo	LoAvg	Avg	HiAvg	Hi
Reading 6+	42%	25%	16%	13%	3%
Literature	43%	25%	16%	13%	4%
Informational Text	45%	19%	19%	12%	5%
Vocabulary Acquisition and Usage	40%	24%	18%	14%	4%

Winter 2018/2019

	Lo	LoAvg	Avg	HiAvg	Hi
Reading 6+	48%	20%	18%	11%	3%
Literature	47%	22%	18%	10%	3%
Informational Text	46%	22%	20%	9%	4%
Vocabulary Acquisition and Usage	41%	25%	18%	11%	5%

Percentage of students with Growth Projection Available and Valid Beginning and Ending Term Scores who met Growth Goal:

Kennedy Middle School

Reading

		Comparison Periods									Growth Evaluated Against					
		Fall 2018			Winter 2019			Growth			School Norms			Student Norms		
Grade (Winter 2019)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
06	134	197.5	17.3	2	197.6	17.2	1	0.1	0.8	3.2	-3.29	1	134	44	33	22
07	140	202.7	17.7	4	201.5	17.8	1	-1.2	0.9	2.5	-4.00	1	140	44	31	19
08	150	206.7	15.2	9	205.7	15.6	4	-1.0	0.8	2.0	-2.67	1	150	59	39	34

Grade level	Percent Met Projection
6th	33%
7th	31%
8th	39%

Which groups of students are demonstrating improvement and which are not?

Data shows that the percent of students at each grade level who met their growth projection in reading was lower than we expected during the Winter round of NWEA/MAP.

During our January SIP, the staff worked together on data analysis of our MAP results. Most staff agreed that a major obstacle to our success in reading was the staffing issue we faced during first semester. At each grade level, we started the school year down one full-time, certified English-Language Arts teacher. Also, we were down an instructional ELA teacher at both 7th and 8th grade.

In response to the staffing issue, our schedule was modified in a fashion that cut our eight period day down to seven periods, placed a certified teacher in every ELA classroom, and preserved the block schedule for ELA by assigning .2s to multiple teachers. The schedule change went into effect on Tuesday, November 27th. Our hope is that placing a certified teacher in each ELA classroom will result in significantly improved results for our Spring round of NWEA/MAP.

What strategies and/or interventions were used to improve in these areas

As part of our SMART goal, the ELA PLC agreed to conduct monthly vocabulary checks. The monthly vocabulary checks cover vocabulary specific to the current unit of study.

During our October extended-day PD, the staff received training on reciprocal teaching. Staff will receive additional training on reciprocal teaching at another extended-day PD this spring, but the date is yet to be determined.

Prior to Winter MAP, a subcommittee designed a goal-setting cycle and incentive plan for students. Teachers led goal-setting conferences with students. In classrooms without a full-time teacher, conferences were conducted by administrators, other classroom teachers, or support staff. Data for incentives was collected on testing days, and incentives were awarded accordingly.

ELA teacher teams collaborated on writing short cycle goals during first semester. However, not all teachers had an active teaching team at the time. During our January SIP Day, our new teacher teams worked together to design a second round of short cycle goals.

To what extent did they result in positive improvements?

The data from Winter MAP shows we need to continue working on our strategies to support our student's academic growth.

What modifications to existing strategies will be made in response to this analysis?

The ELA PLC is revisiting monthly vocabulary checks and focusing more on vocabulary and the questioning portion of reciprocal teaching.

Members of the ELA PLC now have certified teaching partners and will be working together on their new short cycle goals.

The MAP subcommittee will review the MAP testing schedule, goal setting cycle, and incentives program to find opportunities for improvement.

What new strategies will be implemented?

KMS staff will start incorporating the Soar to Four program in Advisory. Soar to Four is a series of MAP and PARCC preparation lessons designed by middle school Title I teachers.

Which strategies will not be continued?

At this time, we plan on continuing current strategies with more focus.

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 3

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 4

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

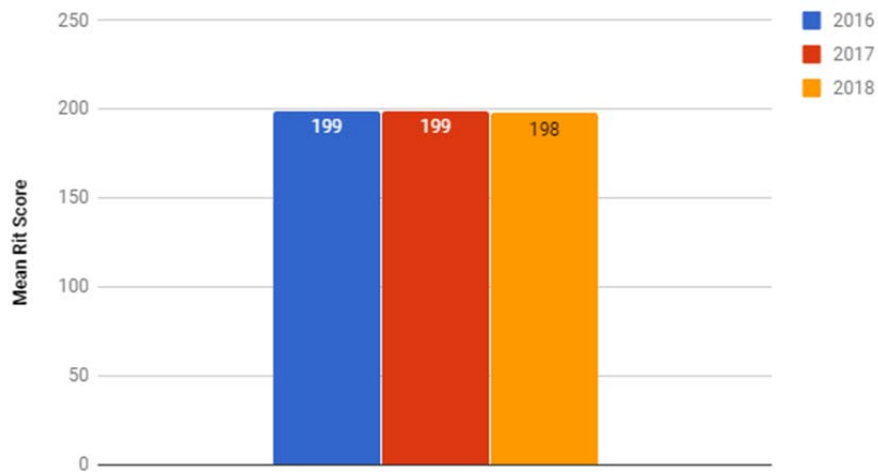
Achievement in Math: Interim, Formative Assessment, and Summative Assessments (EPAS, PARCC). Analyze data pertaining to the students' performance in reading. This analysis should include trend and growth analysis.

- Which groups of students are demonstrating improvement and which are not?
- What strategies and/or interventions were used to improve in these areas?
- To what extent did they result in positive improvements?
- What modifications to existing strategies will be made in response to this analysis?
- What new strategies will be implemented?
- Which strategies will not be continued?

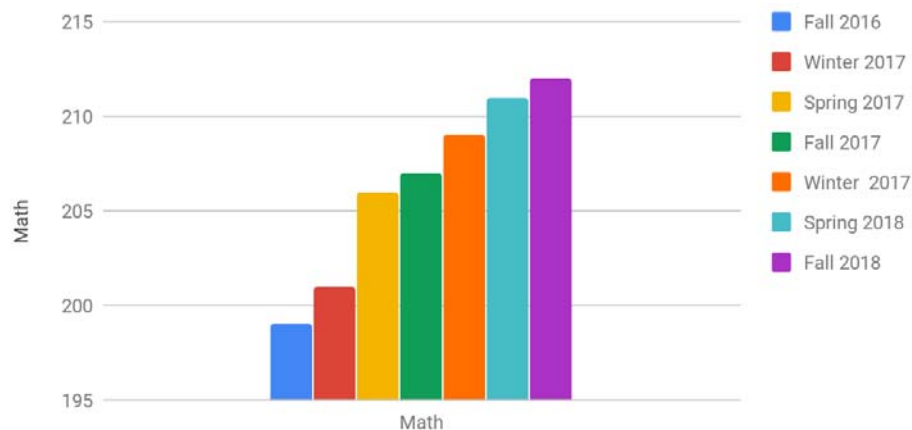
QTR 1 Section 6: ACHIEVEMENT IN MATH

Analyze data pertaining to the students' performance in math. This analysis should include trend and growth analysis.

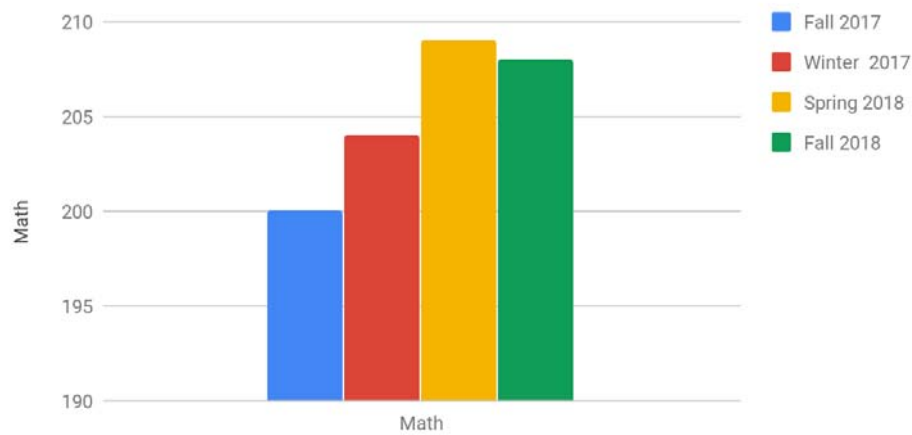
6th Grade Mean RiT Fall MAP Math 2016 - 2018



8th Grade Math Cohort Average RiT Fall 2016 - Fall 2018



7th Grade Math Cohort Average RiT Fall 2016 - Fall 2018



Which groups of students are demonstrating improvement and which are not?

Our 8th grade cohort shows a steady increase in RiT Scores during their time at Kennedy Middle School. The data above however does not include the fact that 8th graders at Kennedy are growing faster than 48% of 8th grade classes across the nation. In order for us to catch up with other schools we still need to increase our rate of growth for these students.

The 7th grade cohort at Kennedy also shows steady growth during their time at Kennedy even though there was a drop of one RiT point from Spring 2018 to Fall 2018. However this group is growing faster than 88 % of classes across the nation. This means that they are catching up to their peers throughout the country.

Since we do not have previous cohort data for our 6th grade cohort the data only shows that this year's 6th grade class is beginning one RiT point lower than the previous two cohorts.

What strategies and/or interventions were used to improve in these areas?

NWEA/MAP incentives

This year, KMS staff decided to offer incentives for the Fall round of NWEA/MAP as well as the Winter and Spring rounds. Previously, Fall incentives were not offered. As with other times we offered incentives, students were given goal cards to represent their growth goal score in each tested area. For the Fall incentive, students were given a goal of meeting or exceeding their Spring 2018 score in each tested area. An incentive was offered for students who met one, two, three, or all four growth goals. The incentives were scaffolded in desirability as students met more growth goals.

Short Cycle Goals

Along with the other content area PLCs, the Math PLC will be participating in short cycle goal setting. For short cycle goals, grade level teams within the Math PLC will select a target skill around which to build a short cycle goal. Each short cycle goal will be accompanied by a pre and post assessment on the target skill as well as data collection and data analysis. The short cycle goal process will repeat throughout the year as part of our Math PLC overall cycle.

Assessment Design

During the summer math teachers worked in their grade level team to develop common assessment for all units. The assessments are all standards based. The deconstruction work that was done during the past two years was an essential part of this process. They now have pre and post assessments for all units along with checkups for most unit targets. These assessment should be very valuable in identifying students that need additional interventions beyond the classroom.

Title I Teacher

The MEL, Math Educational Leader, position has now been replaced by a Title I Teacher position. The Title I Teacher spends 60% of her time working with a specific caseload of students, 30% of her time collaborating with classroom teachers on Tier I interventions, and 10% of her time collaborating with the district on MtSS. The caseload of students for the Title I Teacher is based on NWEA/MAP scores and includes both students in need of additional numeracy support and students in need of additional enrichments.

To what extent did they result in positive improvements?

The work we did this summer on assessment design fits perfectly with the short cycle goal process. We have targets in place and assessments made making it much easier to implement the short cycle goal process. This gives teachers more time to concentrate on what effective strategies they can use to help their students grow.

Goal setting and MAP incentives continue to help us motivate our students to give their best efforts on the MAP test.

What modifications to existing strategies will be made in response to this analysis?

Now that assessments are created we need to continually reflect on and refine them to improve what we do for our students. The next step may be to create a system for monitoring our progress on these assessments.

What new strategies will be implemented?

Reciprocal Teaching

At our October Extended Day Professional Development we will begin to introduce Reciprocal Teaching as a building wide strategy. The first part of this will be to implement Questioning techniques in the classroom. We will recommend the use of strategies like QFT, CER, Think Alouds, and Think-Pair-Share. All of which have been previously used in our building.

What strategies will not be continued?

Instructional Coach

Kennedy no longer has an instructional coach for Math. Instead, the position has been replaced by the role of Title I Teacher.

Elevate K-12

Last year we used Elevate K-12 to help provide interventions for students who were on the bubble. The results of this intervention were not significant to the achievement of our students, so we are no longer using that program.

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 2 Achievement in Math

Analyze data pertaining to the students' performance in math. This analysis should include trend and growth analysis.

Chart A

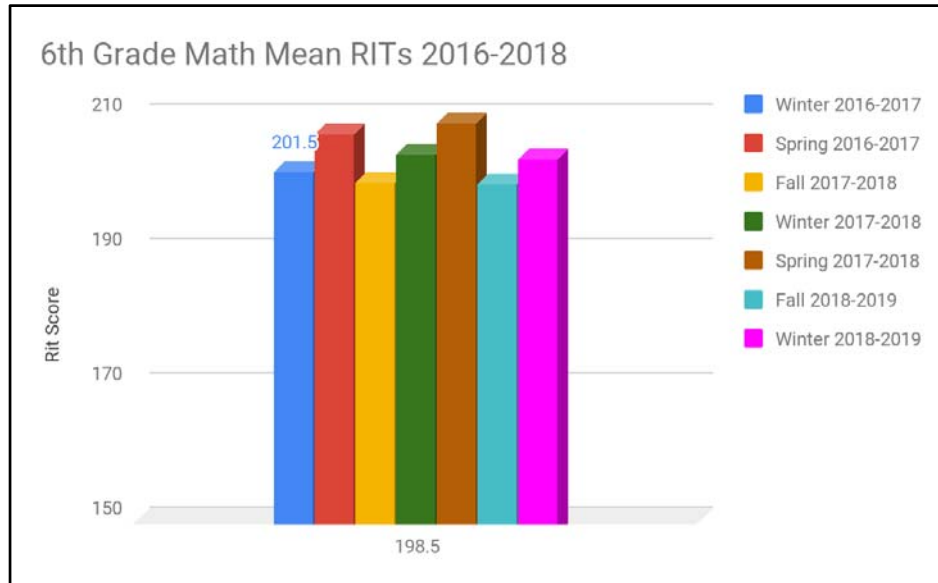


Chart B

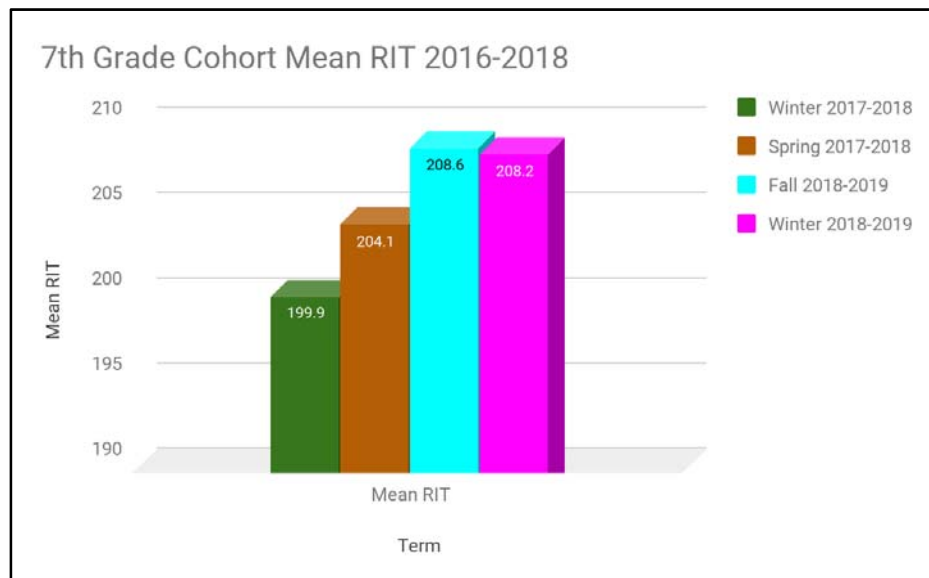


Chart C

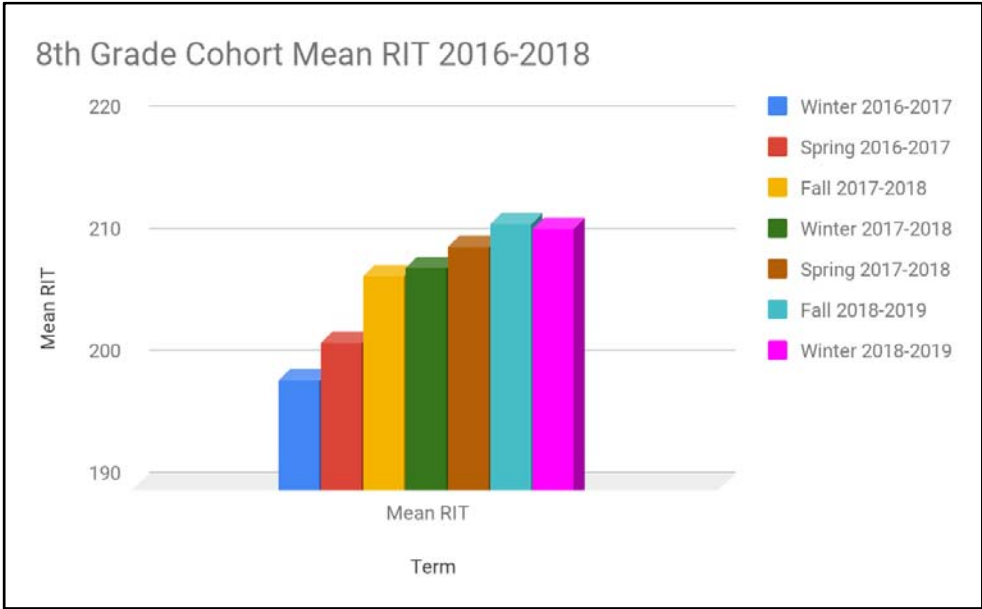


Chart D

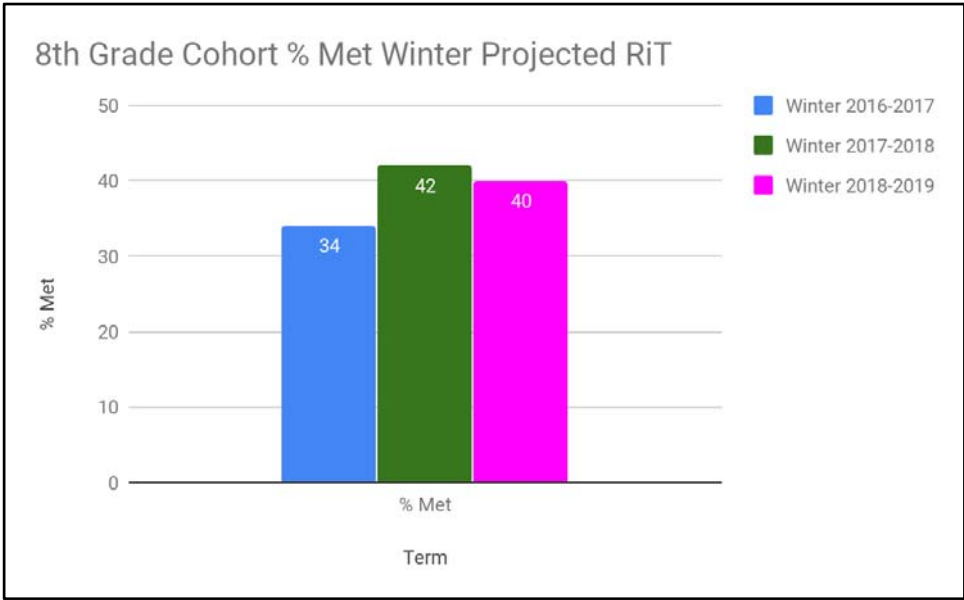


Chart E

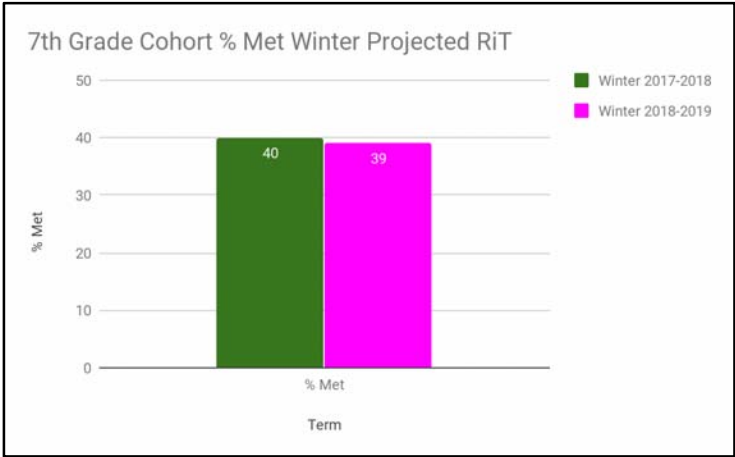
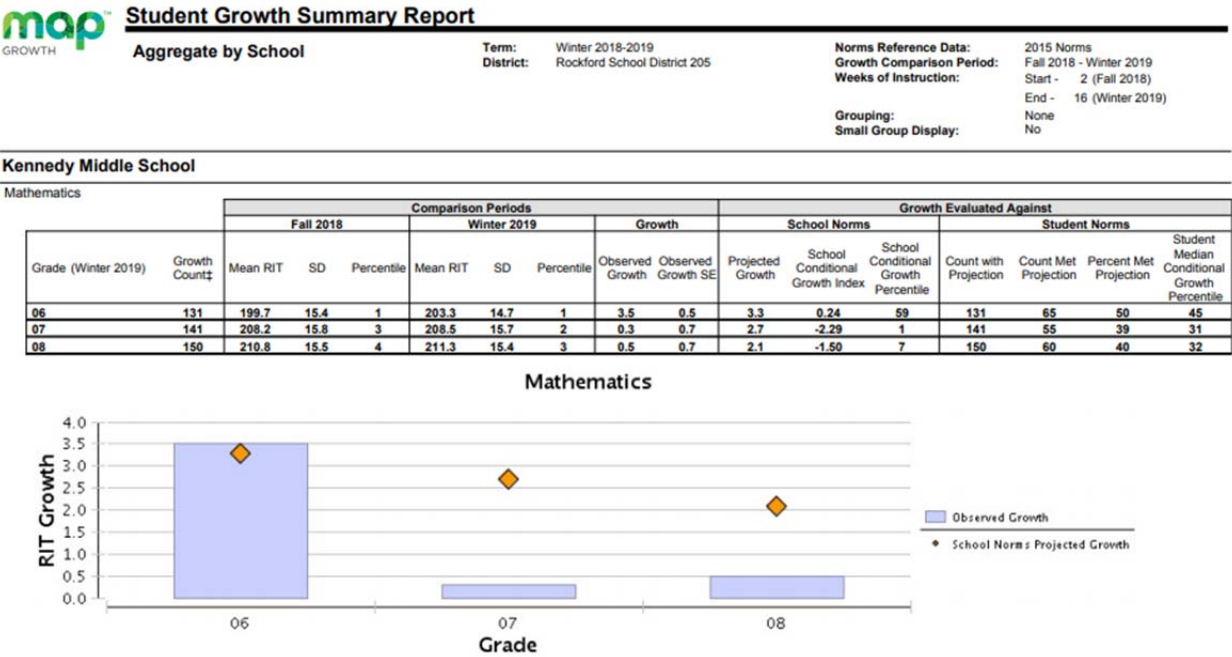


Chart F



Which groups of students are demonstrating improvement and which are not?

From the Fall to Winter MAP tests the 6th grade students showed the best growth in math at Kennedy. This year’s mean RiT scores for 6th grade are very similar to what we have seen in sixth grade over the past two years which can be seen in Chart A. Their Conditional Growth Percentile as seen in Chart F was at 59 which means we are growing faster than 59% of other schools 6th grade classes. Chart F also shows that as a group they also met their Mean Projected Growth and 50% of them met their individual projected growth goals. This growth happened despite the fact that these teachers did a significant amount of subbing during their planning periods and lost most of their team planning times during this period. However we are still in the 1st percentile and in order to get to grade level our growth percentile needs to be much higher.

Both seventh and eighth grade showed a drop in their mean RiT score from Fall to Winter as seen in charts B and C. This is likely due to having no Certified math teachers at the 8th grade level and many open teaching positions at the seventh grade level. The lack of consistency due to a large number of substitute teachers in our building likely had a significant impact on these scores, you can see in Charts D and E that the percent of students who met their Projected Growth goals was down compared to the same period last year. Also the School Conditional Growth Percentile was below 10% for both of these grades as seen in Chart F.

Another factor worth mentioning is that there is a lack of consistency in the way that the MAP test is administered at Kennedy. At the beginning of the year all students test at the same time in the morning and for the winter test students were tested in their content area classes throughout the day. This along with the teacher shortage may have played a part in the drop in scores.

What strategies and/or interventions were used to improve in these areas?

NWEA/MAP incentives

This year, KMS staff decided to offer incentives for the Fall round of NWEA/MAP as well as the Winter and Spring rounds. Previously, Fall incentives were not offered. As with other times we offered incentives, students were given goal cards to represent their growth goal score in each tested area. An incentive was offered for students who met one, two, three, or all four growth goals. The incentives were scaffolded up in desirability as students met more growth goals.

Short Cycle Goals

Along with the other content area PLCs, the Math PLC will be participating in short cycle goal setting. For short cycle goals, grade level teams within the Math PLC will select a target skill around which to build a short cycle goal. Each short cycle goal will be accompanied by a pre and post assessment on the target skill as well as data collection and data analysis. The short cycle goal process will repeat throughout the year as part of our Math PLC overall cycle. Both 6th and 7th grade completed their first short cycle goal during 2nd quarter. They will begin a new one for 3rd quarter.

Assessment Design

We are continuing to use and refine the assessments that were created last summer.

Reciprocal Teaching/ Questioning

During 2nd Quarter we introduced Reciprocal Teaching as a new strategy in our building. We only introduced one part of the process which was Questioning. Questioning strategies are not new to Kennedy as we have previously introduced QFT and CER which both involve students creating questions around an idea. More pieces of Reciprocal Teaching will be added as we move through the year.

Title I Teacher

The Title 1 Teacher continues to support students and staff.

To what extent did they result in positive improvements?

Goal setting and MAP incentives continue to help us motivate our students to give their best efforts on the MAP test.

It is too soon to tell whether or not short cycle goals and reciprocal teaching have resulted in positive improvement.

What modifications to existing strategies will be made in response to this analysis?

Now that assessments are created we need to continually reflect on and refine them to improve what we do for our students. The next step may be to create a system for monitoring our progress on these assessments.

What new strategies will be implemented?

We are in the process of building as data monitoring system for the targets that we built out over the summer. Once completed, this will make it very easy for teachers to pinpoint which students need more help on any given target.

What strategies will not be continued?

Double Block

Due to staffing issues the decision was made to eliminate the double block of math at Kennedy. During all of first quarter and half of second quarter we did not have a certified math teacher teaching all of our students. In order to correct this and some other staffing deficiencies we decided to switch to a seven period schedule and eliminate the double block of math. By making this change we now have enough certified math teachers to put one in every math class.

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 3

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 4

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

Instructional Reform. Use data to describe the effectiveness of instructional reform strategies that were implemented during this quarter. Examples might include tiered academic interventions, double-dosing, or credit recovery.

- To what extent did they result in positive improvements?
- What modifications to existing strategies will be made in response to this analysis?
- What new strategies will be implemented?
- Which strategies will not be continued?

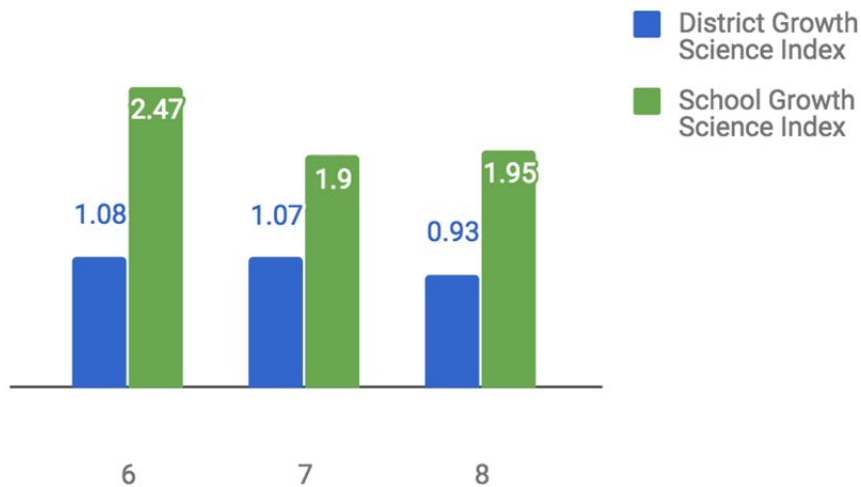
QTR 1 Section 7: INSTRUCTIONAL REFORM

Use data to describe the effectiveness of instructional reform strategies that were implemented this quarter. Examples might include tiered academic interventions, double-dosing, or credit recovery.

To what extent did they result in positive improvements?

Science

Science Growth - District & School



During the 2017-2018 academic year, the Science Team utilized various teaching strategies, which included Claim-Evidence-Reasoning (CER), Question Formulation Technique (QFT), and rotating Science Stations. These strategies focused on vocabulary, observations, and reading and analyzing data. Use of the strategies was a key factor that resulted in growth in MAP scores from Fall 2017 to Spring 2018 across all grade levels as evidenced by the Science Growth Index. Kennedy Middle School results in science (green) were higher than the Rockford Public School District's average index in science (blue) at each of the three grade levels.

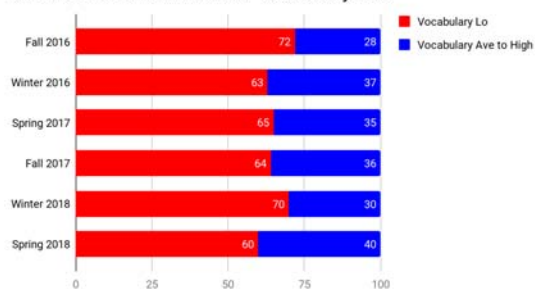
In September 2018, the Science Team administered a teacher-created pre-assessment. Some of the assessment questions were designed for higher depth-of-knowledge, require students to make a claim, and then provide evidence and reasoning to support the claim. Between the initial administration of the pretest and posttest, teachers will provide additional instruction and practice around the CER format.

In addition, the Fall 2018 NWEA MAP science growth assessment was administered, and the science team is currently reviewing scores and student goals (projected and stretch) to reach for the Winter 2018 MAP test. The MAP learning continuum in science, which is based on Next Generation Science Standards (NGSS), will inform instruction in the science classroom, and teachers will continue to use the CER strategy for argumentative writing.

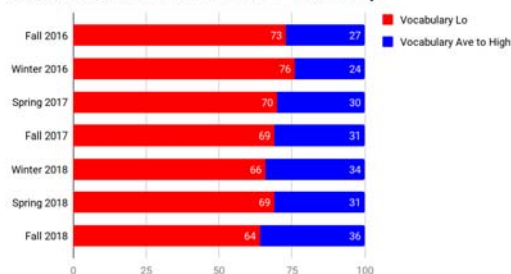
Vocabulary

This year our sixth graders are starting at 71%, 2% fewer students, in the Low to Low Average than we did in the 2016-2017 SY and 1% fewer than last year. For 7th and 8th grade the graphs below show cohort data. Also included in the graphs is data from the 9th grade cohort that attended Kennedy last year. We do not however have scores for this year on those students. As you can see in each of these cohorts there is steady growth in the Average to High categories.

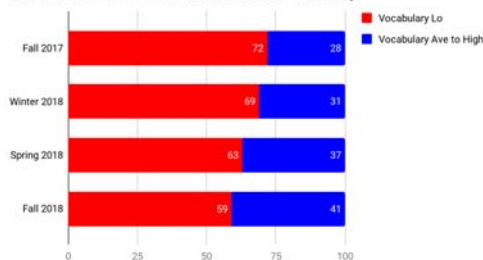
9th Grade Cohort NWEA MAP Vocabulary Data



8th Grade Cohort Data NWEA MAP Vocabulary



7th Grade Cohort Data NWEA MAP Vocabulary



What modifications to existing strategies will be made in response to this analysis?

Science

One of the planned instructional strategies in Science for the 2018-2019 academic year is extending and expanding the science fair project into a cross-curricular unit across all content areas and at all grade levels. The MAP learning continuum results for each student will provide a guide for differentiation in instruction; the learning continuum provides information on science concepts that each student has mastered and the new concepts that the student is now ready to learn. The instructional strategy of Claim-Evidence-Reasoning will be utilized so that each student can create a scientific claim, then conduct research and experiments to find the evidence and provide reasoning to support the claim.

The Science Team will still use CER and QFT, and will implement short-cycle goal setting based on Plan-Do-Study-Act (PDSA). Through this method, teachers and students will make short and long-term goals based on proficiency of identified learning targets as determined by a rubric scale of 1 through 4 (with 1 being lowest and 4 .highest). Additionally, the building-wide strategy of Reciprocal Teaching will be introduced to Science students in all grade levels.

Social Studies

No modifications to strategies at this time.

Advisory

No modifications planned at this time.

Vocabulary

Although the data shared above does show steady growth in the Average to High categories more growth is still needed. Therefore this year we are asking all teachers to have a more concentrated effort on vocabulary by administering monthly vocabulary quizzes and continuing to use the vocabulary strategies that have been shared in PDs. We will encourage the use of word walls and a variety of strategies that focus on vocabulary acquisition. As part of our monthly Extended Day PD we will continue to include vocabulary strategies as an option for teachers to choose from time to time.

What new strategies will be implemented?

Science

Potential new strategies for this academic year include Cornell Notes and arts integration for hands-on activities and creative opportunities. In addition, reciprocal teaching is a new building-wide teaching strategy through which students become the teacher and give instruction to peers in small groups.

Social Studies

Geography - the social studies PLC will be implementing daily geography practice at all three grade levels. The primary resource will be a collection of comic strip maps by Scholastic. Each geography lesson is a specific map skill based on an informational text partnered with a map or infographic. The resource then scaffolds up in rigor over time. The social studies PLC will be setting short-cycle goals based on the geography initiative.

The social studies PLC will also be incorporating daily primary source analysis. The primary source analysis will vary between visual sources and text sources and will vary in difficulty based on grade level.

Additionally, the social studies PLC will be piloting a new curriculum at all three grade levels as well as a new TCI text and online platform.

Advisory

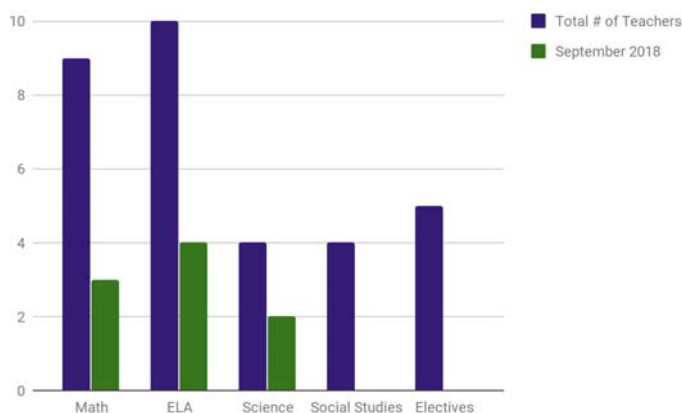
Students continue to attend Advisory on each day that school is in session. However, the weekly cycle for Advisory has been modified. At this time, the Advisory cycle is Circles on Monday/Friday, Power Lessons on Tuesday/Thursday and Goal-Setting on Wednesday. The adjustment to the Advisory cycle is based on staff feedback on the previous two years of Advisory cycles.

The Advisory Committee has also implemented an Advisory Student of the Month incentive. Advisory teachers nominate members of their Advisory for this incentive and a drawing takes place for rewards at the end of each month.

In addition, the Advisory Committee will be implementing an inter-Advisory competition. The focus of each competition will be based on focus areas/opportunities for improvement related to student behavior. For example, if staff agrees that tardies are current opportunity for improvement, then the inter-Advisory competition and incentive will be based on this focus area.

Vocabulary

During that last couple of years we have encouraged teachers to have word walls and introduced several vocabulary strategies that teachers could use in their classrooms. Our 2018- 2019 SMART goal for Literacy includes a measure that our teachers in all content areas will give a monthly vocabulary quiz. This is new for this year and the chart below shows that only 28% of our teachers did give a vocabulary quiz in September. During our October Extended Day PD we will have a session on vocabulary and we will continue to remind teachers of the expectation around vocabulary quizzes.



Reciprocal Teaching

This strategy will be introduced during our October Extended Day PD. The first step in Reciprocal Teaching will be to teach students to use the questioning strategy in their classrooms.

What strategies will not be continued?**Science**

At this time, the Science Team will continue to use the teaching strategies presented at Kennedy Middle School's monthly professional development sessions, as well as strategies previously presented by CEC science coach Colleen Mellie.

Strategies that have been consistently used and provide opportunities for student engagement include CER, QFT, and Science Stations. Members of the Science Team collaborate and reflect at weekly team meetings, and do not hesitate to quickly incorporate newly-presented strategies into science lessons and units of instruction.

Social Studies

The social studies PLC will no longer be administering DBQs. Instead, they will participate in the district roll-out of Focus Skills Assessments to accompany their new curriculum maps.

Advisory

At this time, the Advisory Committee plans to continue with current strategies.

Peer Observations

This strategy has worked very well for us in the past. However at this time we are not able to continue this strategy due to the lack of classroom subs. If this situation improves we will start peer observations again.

The Metrics on the following pages are federally required.

QTR 2 Instructional Reform

Use data to describe the effectiveness of instructional reform strategies that were implemented this quarter. Examples might include tiered academic interventions, double-dosing, or credit recovery.

To what extent did they result in positive improvements?

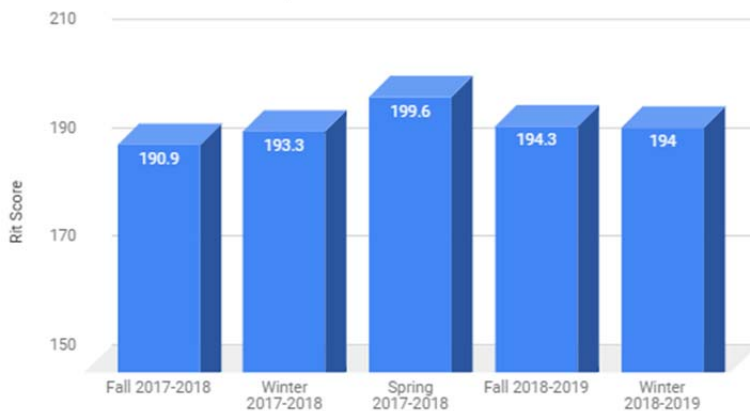
Science

The Science Team continued to utilize various teaching strategies during Quarter 2 including Claim-Evidence-Reasoning (CER), Question Formulation Technique (QFT), and rotating Science Stations. These strategies focused on vocabulary, making observations, and reading and analyzing data.

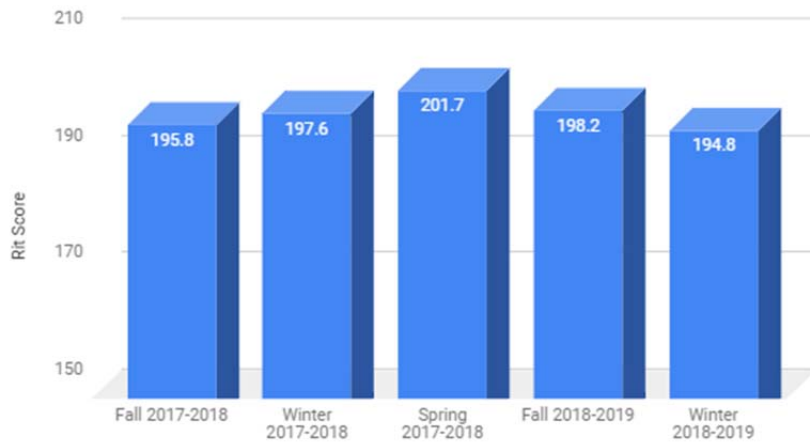
While the use of these strategies was a key factor that resulted in tremendous growth in MAP scores from Fall 2017 to Spring 2018 across all grade levels, the MAP Mean RIT scores decreased across all grade levels from Fall 2018 to Winter 2018 (6th grade - 194.3 to 194; 7th grade - 198.2 to 194.8; and 8th grade - 201 to 200.3). The decrease has been attributed to having one full-time science teacher position unfilled, which covered all three grade levels and was filled by either a long-term sub or various in-house subs, and the general school climate prior to the school-wide schedule change in November.

The science team utilized short-cycle goal setting based on Plan-Do-Study-Act (PDSA). Through this method, teachers and students made short and long-term goals based on proficiency of identified learning targets as determined by a rubric scale of 1 through 4 (with 1 being lowest and 4 .highest). The short cycle goals were based on CER, QFT (focus skills assessment), and analyzing and interpreting data. Students across all three grade levels who took both the pretest and the posttest moved up at least one proficiency level on assessments given between Quarter 1 and Quarter 2.

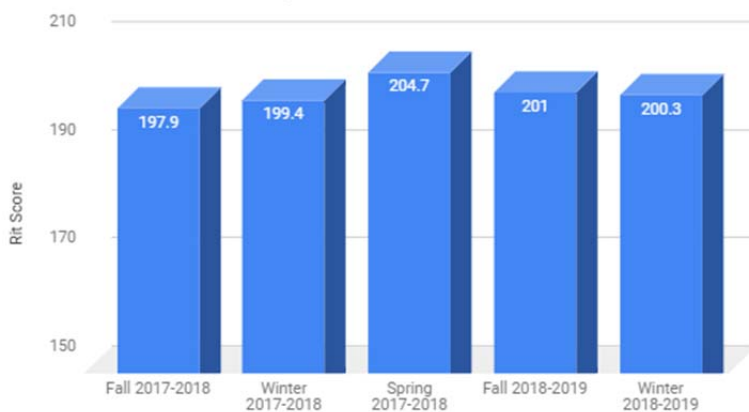
6th Grade Science Compared Mean RITs



7th Grade Science Compared Mean RITs



8th Grade Science Compared Mean RITs



What modifications to existing strategies will be made in response to this analysis?

Science

A planned instructional strategy in Science for the 2018-2019 academic year is extending and expanding the science fair project into a cross-curricular unit across all content areas and at all grade levels. The MAP learning continuum results for each student will serve as a guide for differentiation in instruction; the learning continuum provides information on science concepts that each student has mastered and the new concepts that the student is now ready to learn. The instructional strategy of CER will be utilized so that each student can create a scientific claim, then conduct research and experiments to find the evidence and provide reasoning to support the claim.

Social Studies

The social studies PLC will continue to use geography practice at all three grade levels. We will continue to use a collection of Scholastic comic strip maps, which scaffolds up in rigor over time. The social studies PLC will be setting short-cycle goals based on the geography initiative. The social studies PLC will continue to incorporate daily primary source analysis. The primary source analysis will vary between visual sources and text sources and will vary in difficulty based on grade level.

Vocabulary

We have found that we have lost the focus on vocabulary and would like to make vocabulary our academic focus for the rest of the year. We will have discussion about this

during our January SIP Day, followed by instructional PD on the January 16th Extended Day.

What new strategies will be implemented?

Science

A focus in Quarter 3 is on vocabulary acquisition and planned strategies include the use of word walls, Frayer models, and anticipation guides. Weekly vocabulary assessments and checkpoints, as well as monthly quizzes are planned. In addition, the science team will introduce reciprocal teaching into the science lab, especially during hands-on experiments. Through this strategy, students become the teacher and give instruction to peers in small groups.

Social Studies

Questioning: The Social Studies team will be implementing a focus on questioning through the use of the question formulation technique (QFT). The Social Studies PLC will focus on QFT due to the newly implemented Focus Skills Assessment, a district wide assessment tailored to the new social studies curriculum. The PLC will set up a short cycle goal based on the QFT initiative.

Advisory

The schedule change that took place in November included a change in the placement of Advisory. Under our new schedule, Advisory now takes place in the morning and is combined with Zero Hour. Also, the schedule change included changing single-sex advisories to multi-sex advisories.

During our January SIP Day, KMS staff agreed to prioritize targeted vocabulary instruction. In support of this pursuit, the Soar to Four lessons designed by middle school Title I teachers will be embedded into Advisory one to two times a week. Soar to Four is a test preparation program that includes many lessons on academic vocabulary for both literacy and numeracy.

Reciprocal Teaching

This strategy was introduced during the October Extended Day PD. However, this strategy was not implemented with the focus changed to vocabulary strategies.

What strategies will not be continued?

Science

At this time, the Science Team will continue to use the teaching strategies presented at Kennedy Middle School's monthly professional development sessions, as well as strategies previously presented by CEC science coach Colleen Mellie. Strategies that have been consistently used and provide opportunities for student engagement include CER, QFT, and Science Stations. Members of the Science Team collaborate and reflect at weekly team meetings, and quickly incorporate newly-presented strategies into science lessons and units of instruction.

Social Studies

The Social Studies PLC will continue to use all strategies implemented this year.

Advisory

At this time, the Advisory Committee plans to continue with current strategies.

Peer Observations

This strategy has worked very well for Kennedy Middle School in the past. However, at this time we are not able to continue this strategy due to the lack of classroom substitute teachers. We are currently reviewing the process for peer observations and would like to begin them again during third Quarter. Last year they provided helpful feedback for both those teachers that were observing and being observed. If this situation improves, peer observations will resume

The MTSS Committee developed the Flex Day schedule and programming. Flex Day was to begin on January 16th, 2019. The program requires a fully-staffed building in order for success. Due to continued staffing issues the decision was made to not begin the program until the time we are fully staffed. This section may not be included in future reports, if we are unable to begin the program this year.

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 3

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 4

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

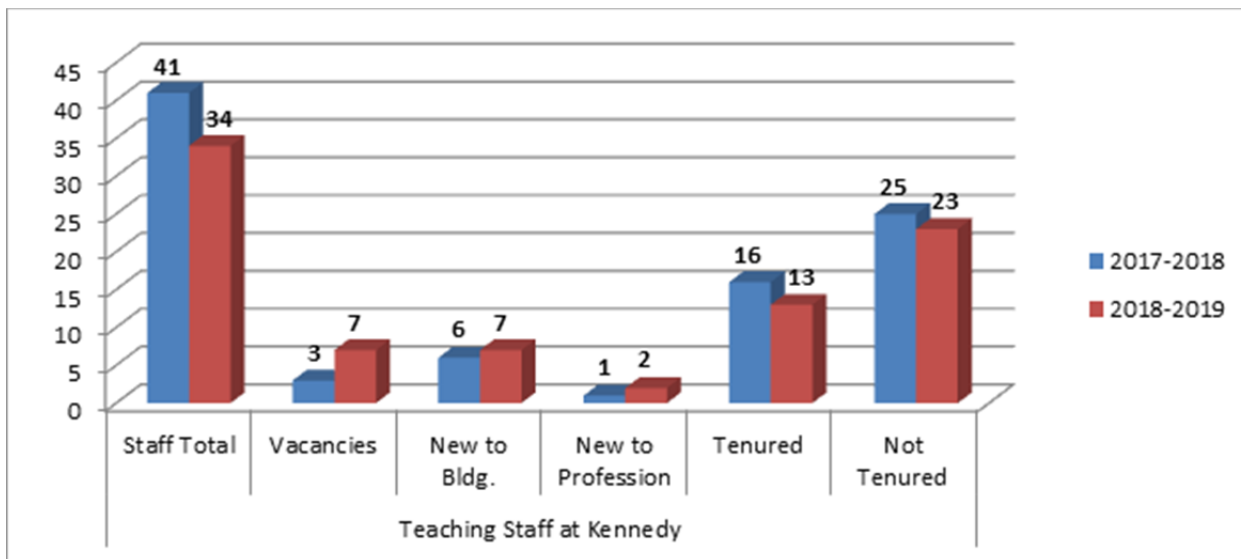
The Metrics on the following pages are federally required.

Teacher Talent. Analyze data pertaining to teacher talent against previous year's performance. This should include a discussion of the distribution of teacher's performance level on the teacher evaluation system (excellent, proficient, needs improvement, unsatisfactory, and the number of teachers who were not evaluated) as well as teacher attendance rate.

- What positive and/or negative patterns are emerging over time?
- What strategies and/or interventions were used to improve in these areas?
- To what extent did they result in positive improvements?
- What modifications to existing strategies will be made in response to this analysis?
- What new strategies will be implemented?
- What strategies will not be continued?

QTR 1 Section 8: TEACHER TALENT

Kennedy Middle School has committed to improving teacher attendance, retention, morale and performance during the 2018-2019 school year. Below you will find data around those areas for the beginning of the 2018-2019 SIG implementations.



Kennedy currently employs 34 teachers. Most of last year's teaching staff has changed for the 2018-2019 school year. The teaching staff that is still at Kennedy received ratings of Excellent and Proficient for the 2016 - 2017 school year (81%). In regards to evaluations, the 2017-2018 teacher results are listed as follows:

Excellent: 3

Proficient: 28

Needs improvement: 4

Not evaluated last year: 0

Kennedy Middle School staff welcomed seven teachers to the school community this year, an increase from last year by 15%. Two of the seven are new to the teaching profession.

At the start of the 2018 - 2019 school year, Kennedy had 8 positions that were not filled by full-time teachers, but long-term substitutes. To date in the 2018- 2019 school year Kennedy has 5 positions that are not filled with full-time teachers.

In the 2017 - 2018 school year, Kennedy had 3 teachers employed beyond a 1.0 full-time position (overloaded). In the 2018 - 2019 school year this has dropped to 2, however the unfilled positions have increased.

Two other areas that the Kennedy administration have been monitoring related to teacher talent include teacher attendance and mobility.

Teacher attendance: The teaching staff missed a total 139 days in first quarter of the 2018-2019 school year. This shows an increase from first quarter of the 2017-2018 school year of which 77 days were missed.

Kennedy will monitor teacher attendance throughout the year. Targeted strategies have been developed based on challenges highlighted by the data. One of which piques the competitive nature of the staff in grade level attendance goals and rewards.

Teacher Mobility: In the 2016 - 2017 school year, 16 teachers left the school staff. In the 2017 - 2018 school year 13 certified staff members left Kennedy Middle School. Out of the 13, 4 transferred to different positions in district, 1 was dismissed due to poor evaluations, 3 left mid-year due to personal reasons and 3 left for another position in a different district. This is a decrease over the prior year by 3 certified staff transitions.

While the dismissals were part of an effort to maintain high teaching standards, the administrative team seeks to stabilize the staff and reduce the number of non-renewals this year through professional development and coaching.

1. What positive and/or negative patterns are emerging over time?

Last year, Kennedy experienced a large increase in staff turnover. A primary goal is to continue to minimize turnover. The process for collecting data and progress monitoring fidelity/integrity of implementation and impact of strategies and initiatives requires additional development.

2. What strategies and/or interventions were used to improve in these areas?

Kennedy Middle School emphasizes teacher capacity-building, relationship-building, common expectations, and leadership development as a means to support teacher professional growth and commitment. We will continue to implement many strategies currently in place to support these focal points, which we believe are important steps in meeting the needs of a diverse staff teaching in an urban/low socio-economic school. Some of these strategies are intended to specifically address the significant cohort of new teachers. They are as follows:

- Unpacking the Standards: A process to unpack Common Core standards so that all students are engaged in a rigorous and appropriate curricular experience.
- Differentiated internal coaching supports for veteran and new teachers.
- District-based mentoring in the building.
- Training and ongoing support for content-specific coaches and teacher leaders.
- Training, facilitation and coaching support from Consortium for Educational Change (CEC) consultants.
- Short cycle goals within PLC's.
- Content based CIL's in the building.
- School Leadership Walkthroughs—to provide school wide instructional snapshots that will help to assess the quality of the instructional program at Kennedy and develop responses to address areas of need.
- BIST (Behavior Intervention Support Team)—a behavioral intervention system to support students so they regularly demonstrate positive school behaviors and help adults build stronger relationships with students throughout the building.
- Shared leadership and responsibility opportunities for all teachers, including staff leadership team, grade-level teams, committees and PLCs.
- Team-building efforts to create a more cohesive adult learning community that supports each other.

- Kennedy has also identified the need for new teacher support. Each Building Peer Mentor is paired with two new teachers.
- New teacher check-ins to address where support is needed.
- Short Cycle goals for grade level teams.
- SMART goal progress based on student growth will be monitored by teachers and administration as the year progresses.
- The building administration team will develop a system for progress monitoring and support.

Morale: Strategies to improve teacher attendance and mobility include focusing on the areas of relationship-building both during and after the school day, shared responsibility, Drawing for staff with perfect attendance, monthly staff breakfasts, monthly Staff Roundups, Staff Shout-Outs, Birthday recognitions, staff t-shirts, Culture and Climate committee, Pep rally assemblies, staff vs. student games (volleyball, basketball) and leadership opportunities. Weekly PLC, committee and grade level team as well as bi-monthly all staff meetings will continue to bring staff together and reinforce colleague relationships and empathy.

We have held 3 staff breakfasts this year and 95% of staff attended. Our staff has purchased 34 staff t-shirts to show our Wildcat spirit. Our first building activity was our Poverty simulation at the ROE and was very eye opening for several of the staff what our families and students maybe dealing with on a daily basis.

Our efforts to enhance staff morale will also be enhanced through our restructured transformation committees, a Multi-Tiered System of Support model that includes flextime beginning second semester, and our professional development calendar for the entire 2018-2019 school year.

Performance: Starting the 2016 - 2017 school year, the Rockford Public School District offered building level mentoring. This program is intended to replace the program introduced at Kennedy at the start of the 2016-2017 school year; however we will be utilizing both. The District has this program in place and Kennedy has 2 teachers mentors designated to the building to support the teachers new to the profession and building, as well as the teacher mentors designated at the District level.

Kennedy Middle School continues to emphasize teacher capacity-building to increase performance and promote professional growth and commitment. New strategies to support school wide teacher capacity building have been varied to meet the needs of a diverse staff teaching in an urban/low socio-economic school. Summer professional development has been offered as well as extended day once a month on Wednesday. Topics for summer professional development were BIST, MtSS, classroom management, assessment design, block schedule planning, and lesson planning. On extended day Wednesday, Library resources, reciprocal teaching, vocabulary, engagement strategies, common expectations and expansion on classroom management. Content-area specific instructional reform coaching by Consortium for Educational Change (CEC) consultants and the internal coaches has already begun for most content areas, and will continue throughout the 2018-2019 school year.

In order to support teacher performance, the administrative team continues to be engaged in a number of efforts around high quality, targeted feedback and data-driven decision-making. Data protocols will continue to be used during grade level team meetings and AP's have been trained to have difficult conversation by CEC. A common walkthrough tool has begun to be used to collect data on the major initiatives, rigor and student engagement. Inter-rater reliability and using the tools as a foundation for feedback conversations will be focal points for the administrative team. Kennedy Middle School Administration has set goals to complete 170 evaluations in the 2018-19 school year increasing the amount of time administration is in the classroom.

3. To what extent did they result in positive improvements?

While it is early to realize the full impact of these strategies, we have seen student engagement increase in classroom and the percentage of students on target (passing 6 or more classes) has increased to 77 %, which is 6.32% more than the beginning of the year. This evidence, while mostly anecdotal, includes a greater understanding of critical educational practices (e.g., standards-based teaching), stronger relationships between teachers, relationships between teachers and students, a sense of pride to be a Wildcat, and greater involvement in school wide events. Student behaviors referrals also declined as well.

4. What modifications to existing strategies will be made in response to this analysis?

Modifications to existing strategies will be identified by the end of quarter two. Mid-course corrections will be identified as data is reviewed and concerns are identified.

5. What new strategies will be implemented?

New strategies, include but are not limited to birthday recognition, CIL's, Staff Spirit Days, a fully developed staff communication board located in the staff lounge, and a weekly SLT newsletter to increase clarity and consistency of communication. Also a bi-monthly all staff meeting schedule. The new District mentoring program focused within each building will be developed and facilitated from within Kennedy staff as a means to support and build capacity of new staff, as well as increase retention.

We recognize the importance of addressing the needs of our staff and students and will make changes accordingly.

Decisions concerning new strategies to implement will be made at the end of quarter two. Mid-course corrections will be identified as data is reviewed and concerns are identified.

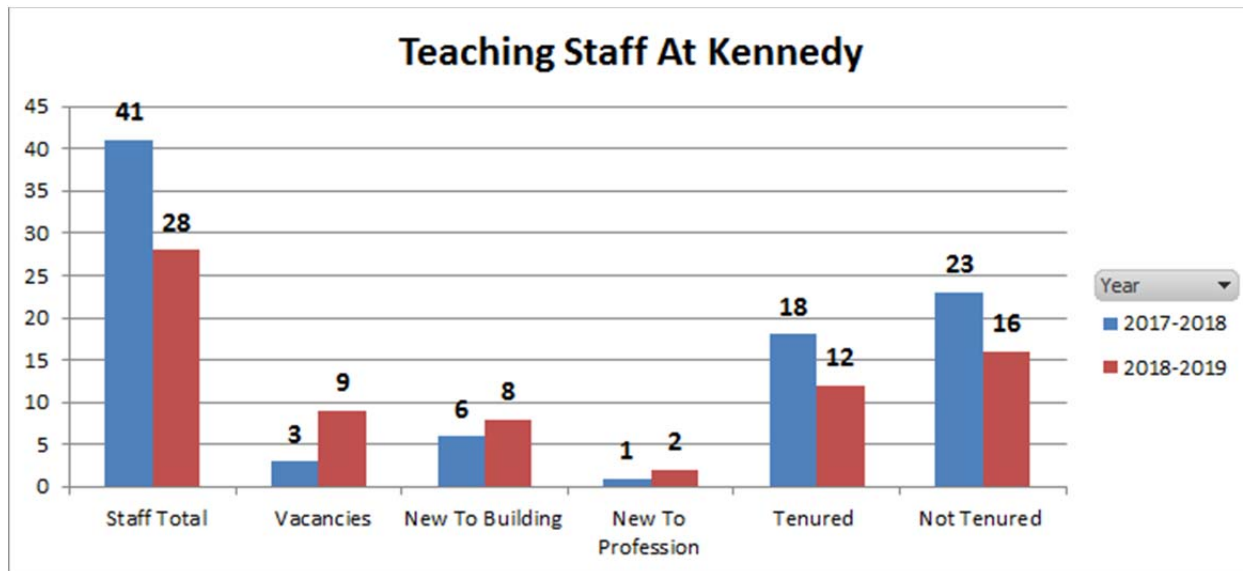
6. What strategies will not be continued?

At this time we will be maintaining all strategies which have been put into place with the exception of Respond-ability which is a monitoring system to help track progress on specific school and program goals.

The Metrics on the following pages are federally required.

QTR 2 Teacher Talent

Kennedy Middle School has committed to improving teacher attendance, retention, morale and performance during the 2018-2019 school year. Below you will find data around those areas for the beginning of the 2018-2019 SIG implementations.



Kennedy currently employs 28 teachers. Most of last year's teaching staff has changed for the 2018-2019 school year. The teaching staff that is still at Kennedy received ratings of Excellent and Proficient for the 2017 - 2018 school year (81%). In regards to evaluations, the 2017-2018 teacher results are listed as follows:

Excellent: 3
Proficient: 28
Needs improvement: 4
Not evaluated last year: 0

At the start of the second quarter of 2018 - 2019 school year, Kennedy had 9 positions that were not filled by full-time teachers, but long-term substitutes. Due to the large number of unfilled positions, the teaching schedule was adjusted and many class sizes increased and teachers took on extra classes. To date in the 2018- 2019 school year Kennedy has 0 positions that are not filled with full-time teachers.

In the 2017 - 2018 school year, Kennedy had 3 teachers employed beyond a 1.0 full-time position (overloaded). During the second quarter of the 2018 - 2019 school year, overloads increased to 12 (the number of teachers receiving a .2 differential) to accommodate the open position, while still allowing them to remain unfilled.

Two other areas that the Kennedy administration have been monitoring related to teacher talent include teacher attendance and mobility.

Teacher attendance: Kennedy's staff missed a total 173 days in the second quarter of the 2018-2019 school year, including 51 teacher absences. This shows an increase in total absences from the first quarter 2018-2019 school year when there were 139 total absences, but a decrease in teacher absences which was at 59 for the first quarter. It should be noted that

currently there is a teacher on medical leave who accounts for a large number of absences in both the first and second quarter, as that teacher has not attended any days.

Kennedy will monitor teacher attendance throughout the year. Targeted strategies have been developed based on challenges highlighted by the data. One of which piques the competitive nature of the staff in grade level attendance goals and rewards.

Teacher Mobility: In the 2016 - 2017 school year, 16 teachers left the school staff. In the 2017 - 2018 school year 13 certified staff members left Kennedy Middle School. Out of the 13, 4 transferred to different positions in district, 1 was dismissed due to poor evaluations, 3 left mid-year due to personal reasons and 3 left for another position in a different district. This is a decrease over the prior year by 3 certified staff transitions.

While the dismissals were part of an effort to maintain high teaching standards, the administrative team seeks to stabilize the staff and reduce the number of non-renewals this year through professional development and coaching.

1. What positive and/or negative patterns are emerging over time?

Last year, Kennedy experienced a large increase in staff turnover. A primary goal is to continue to minimize turnover. The process for collecting data and progress monitoring fidelity/integrity of implementation and impact of strategies and initiatives requires additional development.

2. What strategies and/or interventions were used to improve in these areas?

Kennedy Middle School emphasizes teacher capacity-building, relationship-building, common expectations, and leadership development as a means to support teacher professional growth and commitment. We will continue to implement many strategies currently in place to support these focal points, which we believe are important steps in meeting the needs of a diverse staff teaching in an urban/low socio-economic school. Some of these strategies are intended to specifically address the significant cohort of new teachers. They are as follows:

- Unpacking the Standards: A process to unpack Common Core standards so that all students are engaged in a rigorous and appropriate curricular experience.
- Differentiated internal coaching supports for veteran and new teachers.
- District-based mentoring in the building.
- Training and ongoing support for content-specific coaches and teacher leaders.
- Training, facilitation and coaching support from Consortium for Educational Change (CEC) consultants.
- Short cycle goals within PLC's.
- Content based CIL's in the building.
- BIST (Behavior Intervention Support Team)—a behavioral intervention system to support students so they regularly demonstrate positive school behaviors and help adults build stronger relationships with students throughout the building.
- Shared leadership and responsibility opportunities for all teachers, including staff leadership team, grade-level teams, committees and PLCs.
- Team-building efforts to create a more cohesive adult learning community that supports each other.
- Kennedy has also identified the need for new teacher support. New teachers have support from mentors at the District level.
- New teacher check-ins to address where support is needed.
- Short Cycle goals for grade level teams.
- SMART goal progress based on student growth will be monitored by teachers and administration as the year progresses.
- The building administration team will develop a system for progress monitoring and support.
- Google Docs are now used to track and house data collection to allow everyone to view the same information in one central location

Morale: Strategies to improve teacher attendance and mobility include focusing on the areas of relationship-building both during and after the school day, shared responsibility, monthly staff breakfasts, monthly Staff Roundups, Staff Shout-Outs, Birthday recognitions, staff t-shirts, Culture and Climate committee, Pep rally assemblies, staff vs. student games (volleyball, basketball) and leadership opportunities. Weekly PLC, committee and grade level team as well as bi-monthly all staff meetings will continue to bring staff together and reinforce colleague relationships and empathy.

We have held 10 staff breakfasts this year and 97% of staff attended. Our staff has purchased 34 staff t-shirts to show our Wildcat spirit. Our first building activity was our Poverty simulation at the ROE and was very eye opening for several of the staff what our families and students maybe dealing with on a daily basis.

Currently there is a committee that recognizes major life events of staff members sending cards, collect monetary donations, “shout-outs” in morning announcements, and send emails to staff.

Performance: Starting the 2016 - 2017 school year, the Rockford Public School District offered building level mentoring. This program is intended to replace the program introduced at Kennedy at the start of the 2016-2017 school year; however we will be utilizing both. The District now has this program in place and Kennedy has 2 teachers mentors designated to the building to support the teachers new to the profession and building, as well as the teacher mentors designated at the District level.

Kennedy Middle School continues to emphasize teacher capacity-building to increase performance and promote professional growth and commitment. New strategies to support school-wide teacher capacity building have been varied to meet the needs of a diverse staff teaching in an urban/low socio-economic school. Summer professional development has been offered as well as extended day once a month on Wednesday. Topics for summer professional development were BIST, MtSS, classroom management, assessment design, block schedule planning, and lesson planning. Professional Development on Wednesday, Library resources, reciprocal teaching, vocabulary, engagement strategies, common expectations and expansion on classroom management, and “Soar to 4.” Content-area specific instructional reform coaching by Consortium for Educational Change (CEC) consultants and the internal coaches has continued throughout the 2018-2019 school year.

In order to support teacher performance, the administrative team continues to be engaged in a number of efforts around high quality, targeted feedback and data-driven decision-making. Data protocols will continue to be used during grade level team meetings and AP’s have been trained to have difficult conversation by CEC. A common walkthrough tool has begun to be used to collect data on the major initiatives, rigor and student engagement. Inter-rater reliability and using the tools as a foundation for feedback conversations will be focal points for the administrative team. Kennedy Middle School Administration has set goals to complete 170 evaluations in the 2018-19 school year increasing the amount of time administration is in the classroom being instructional leaders.

3. To what extent did they result in positive improvements?

While it is early to realize the full impact of these strategies, we have seen student engagement increase in classroom and the percentage of students on target (passing 6 or more classes) has increased to 81 %, which is 4% more than the beginning of the year. This evidence, while mostly anecdotal, includes a greater understanding of critical educational practices (e.g., standards-based teaching), stronger relationships between teachers, relationships between teachers and students, a sense of pride to be a Wildcat, and greater involvement in school-wide events. Student behavioral referrals also declined as well.

4. What modifications to existing strategies will be made in response to this analysis?

Modifications to existing strategies will be identified by the end of quarter two. Mid-course corrections will be identified as data is reviewed and concerns are identified by the data analysis. The top 5 number of teachers with the highest number of “Fs” in their classes must explain what steps are being taken to assist students at mastering the instruction that is taught. After analyzing MAP data from 2018-2019, Word walls will be a strategy implemented in a majority of the classrooms, but mostly in ELA rooms. The purpose would be to increase the use of vocabulary and the use of words that are used in classrooms as well as on standardized tests.

5. What new strategies will be implemented?

New strategies, include but are not limited to birthday recognition, CIL’s, Staff Spirit Days, a fully developed staff communication board located in the staff lounge, and a weekly SLT newsletter to increase clarity and consistency of communication. Also a bi-monthly all staff meeting schedule. The new District mentoring program is focused at the district level to support new teachers who come into the building.

We recognize the importance of addressing the needs of our staff and students and will make changes accordingly.

Decisions concerning new strategies to implement will be made at the end of quarter three. Mid-course corrections will be

identified as data is reviewed and concerns are identified.

6. What strategies will not be continued?

At this time we will be maintaining all strategies which have been put into place with the exception of Respond-ability which is a monitoring system to help track progress on specific school and program goals. The BIST representative from the state will no longer be used to support the BIST program within Kennedy.

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 3

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

QTR 4

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER

The Metrics on the following pages are federally required.

Directions:

1. Enter all available data for the current fiscal year. Refer to the definitions of the data collection requirements listed on the last two pages of this form.
2. Analyze the individual school's progress data.
3. Upload this form using a filename of the form YYYY-MM-DD School Name.

SCHOOL CONTEXT	FY 2018
1. Number of minutes that ALL students are required to be in school per school year ¹	#
1a. The types of increased learning time provided. (Check all that apply.) <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Longer school year <input type="checkbox"/> Summer School </div> <div> <input type="checkbox"/> Longer school day <input type="checkbox"/> Weekend School </div> <div> <input type="checkbox"/> Before or after school <input type="checkbox"/> Other </div> </div>	
2. Distribution of teachers by performance level on LEA's teacher evaluation system. Include the number of teachers who were not evaluated.	
Excellent	#
Satisfactory	#
Needs Improvement	#
Unsatisfactory	#
Not Evaluated	#
3. Percent of Teacher Rate	#
4. Number of high school students who completed advanced coursework (such as Advanced Placement, International Baccalaureate classes or advanced mathematics)	#
5. Number of high school students who completed at least one dual enrollment course in a post-secondary institution.	#
6. Number of high school students that have completed BOTH advanced coursework AND dual enrollment in a post-secondary institution.	#

¹ Refer to USDE Data Collection Requirements at the end of this document to determine how to compute the number of minutes.

**FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS**

SIG 1003(g) USDE DATA COLLECTION REQUIREMENTS

The LEA will be required to report these data annually for each of the individual school's SIG 1003(g) year.

It is also expected that the district and school are monitoring these data on a regular basis, including individual student progress monitoring and the implementation of the intervention model.

Data Group Name	Definition
SCHOOL DATA	
Intervention Used	USDE Required: Turnaround, Restart, Closure, Transformation (If Closure is the selected intervention – this is the only metric which must be provided for Year 1.)
AYP status	Met/Did Not Meet
Which AYP targets the school met and missed	
School improvement status	Federal Improvement Status
Number of minutes	The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate. Example: <ul style="list-style-type: none"> • The regular school year for the school included 176 full school days and four half school days that all students were required to attend. • The school is in an LEA where a full day is 380 minutes and a half day is 195 minutes. • The school also provided 80 days of additional learning time for which all students had the opportunity to participate. • The additional learning time lasted 90 minutes per day. • The total minutes would be 76,620, calculated as follows: <ul style="list-style-type: none"> - 176 days multiplied by 390 minutes = 68,640 minutes; - 4 days multiplied by 195 minutes = 780 minutes; - 80 days multiplied by 90 minutes = 7,200 minutes; - Total = 76,620 minutes (68,640 + 780 + 7,200)
The types of increased learning time provided	(Only for those implementing restart, transformation, or turnaround) <ul style="list-style-type: none"> • Longer school year • Longer school day • Before or after school • Summer school • Weekend school • Other
STUDENT/OUTCOME ACADEMIC PROGRESS DATA	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student group	
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	
Average scale scores on state assessments in reading/language arts and in mathematics by grade, for the “all students” group, for each achievement quartile, and for each subgroup	
Percentage of limited English proficient students who attain English language proficiency	Percentage of limited English proficiency students who attain English Language proficiency on the annual state English language proficiency assessment (ACCESS).
Graduation rate	
Dropout rate	

FY 2019
INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS

Data Group Name	Definition
STUDENT OUT/COME ACADEMIC PROGRESS DATA	
Student attendance rate	The number of school days during the regular school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended during the regular school year.
Number and percentage of students completing advanced coursework (e.g., AP/IB and/or dual enrollment classes (Includes three new data groups)	<ul style="list-style-type: none"> The number of students who completed advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics). (ID732) [Percentage completing advanced coursework with numerator = # of students who completed advanced coursework and denominator = # of students in membership on October 1 in high school grades.] The number of high school students who completed at least one class in a postsecondary institution. (ID:733) [Percentage completing dual enrollment coursework with numerator = # of students who completed dual coursework and denominator = # of students in membership on October 1 in high school grades.] The number of students who completed advanced coursework AND completed at least one class in a postsecondary institution. (ID:734) [Percentage completing advanced coursework and dual enrollment coursework with numerator = # of students who completed advanced coursework and dual coursework and denominator = # of students in membership on October 1 in high school grades.]
	<p>Definitions</p> <p>Advanced coursework – student receives credit in accordance with state and local requirements.</p> <ul style="list-style-type: none"> Advanced Mathematics: trigonometry, analytic geometry, math analysis, probability and statistics, pre-calculus, calculus. Advanced Placement (AP): sponsored by the College Board and high school students earn college credit and advanced college placement. International Baccalaureate: Sponsored by the International Baccalaureate Organization. IB Diploma Program includes prescribed coursework and is normally taught over two years. <p>Dual Enrollment – Coursework counts for high school and college credit.</p>
College enrollment rates	
STUDENT COLLECTION AND SCHOOL CLIMATE	
Discipline incidents	
Chronic Absenteeism	
TALENT	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher attendance rate	<p>The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.</p> <p>A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.</p>