

Kennedy Middle School  
Title I Plan  
For FY19  
for  
Board Approval - June 26, 2018

## Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA April 2017

- 1. Comprehensive Needs Assessment – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process.**

**Four categories:**

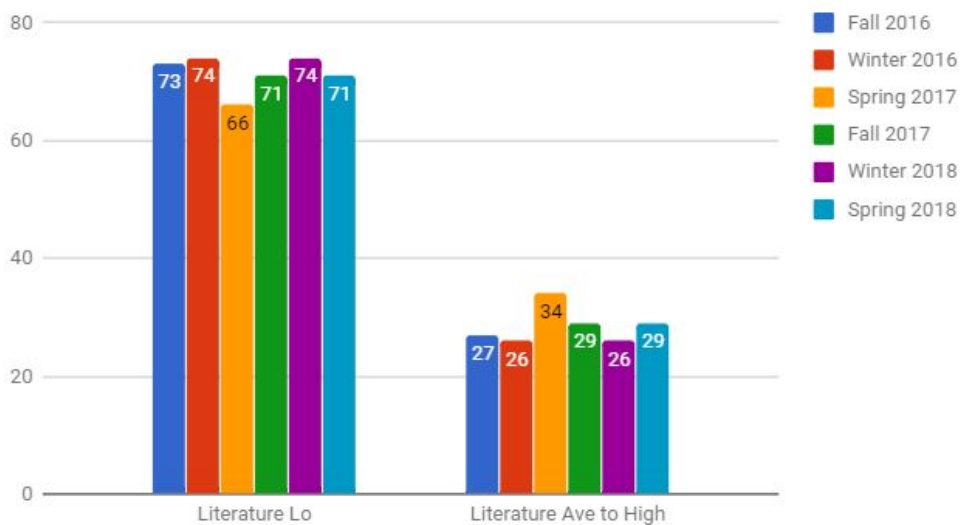
**a. Academic Data**

Reading

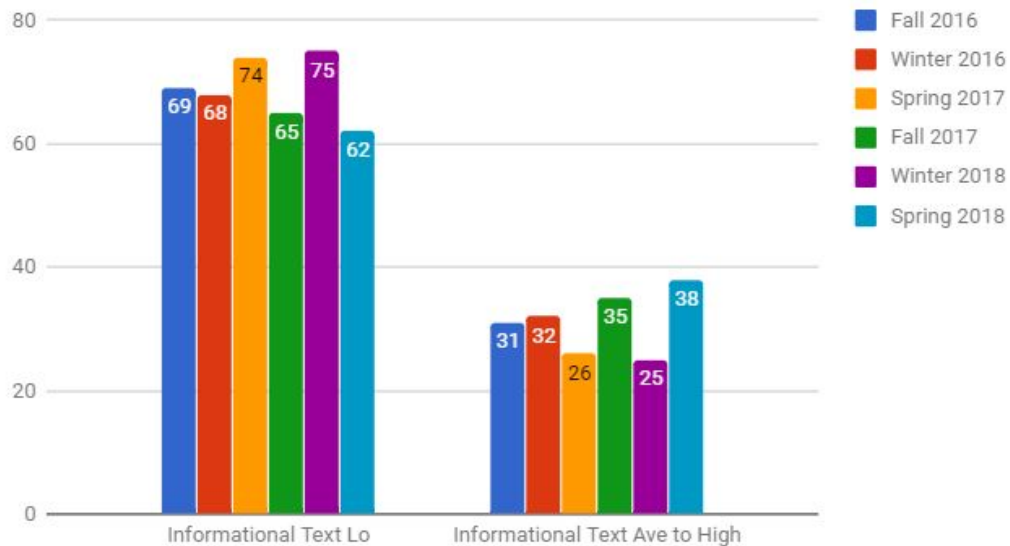
6th Grade Reading Breakdown Reports:

MAP Spring 2018

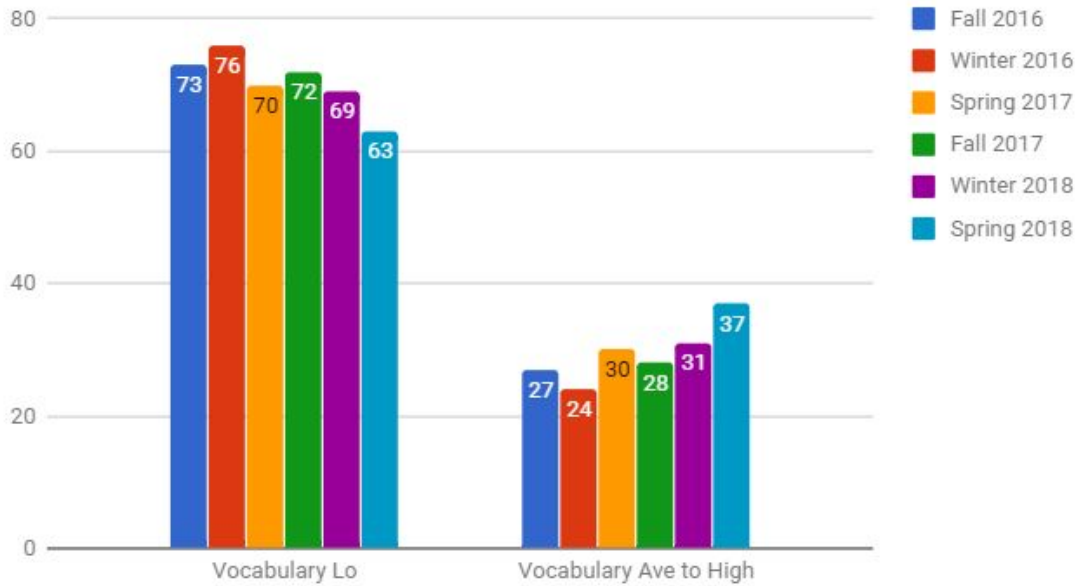
### 6th grade Reading Literature Map analysis



### 6th grade Reading Informational Text Map analysis

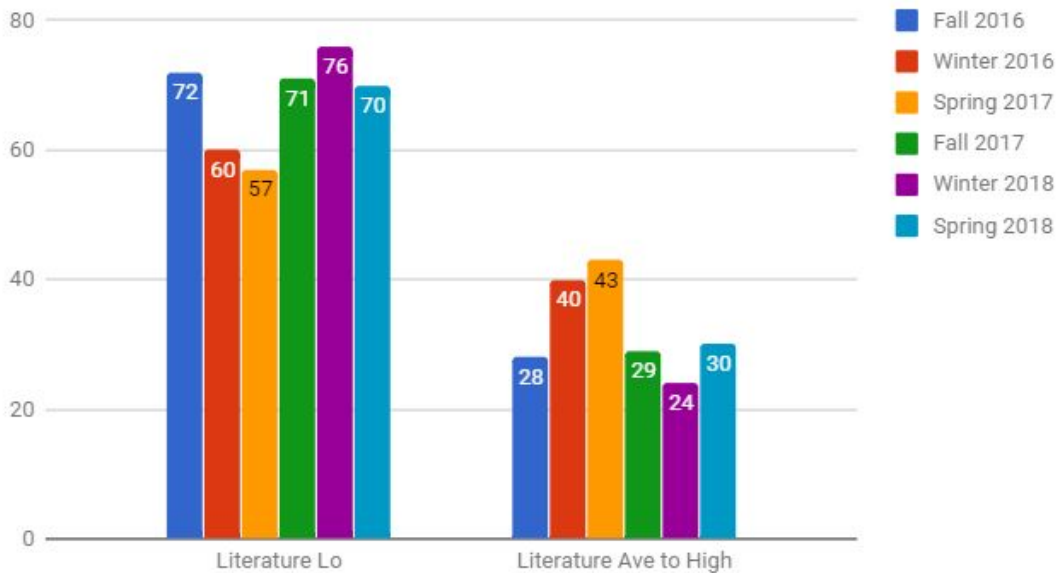


### 6th grade Vocabulary Map analysis

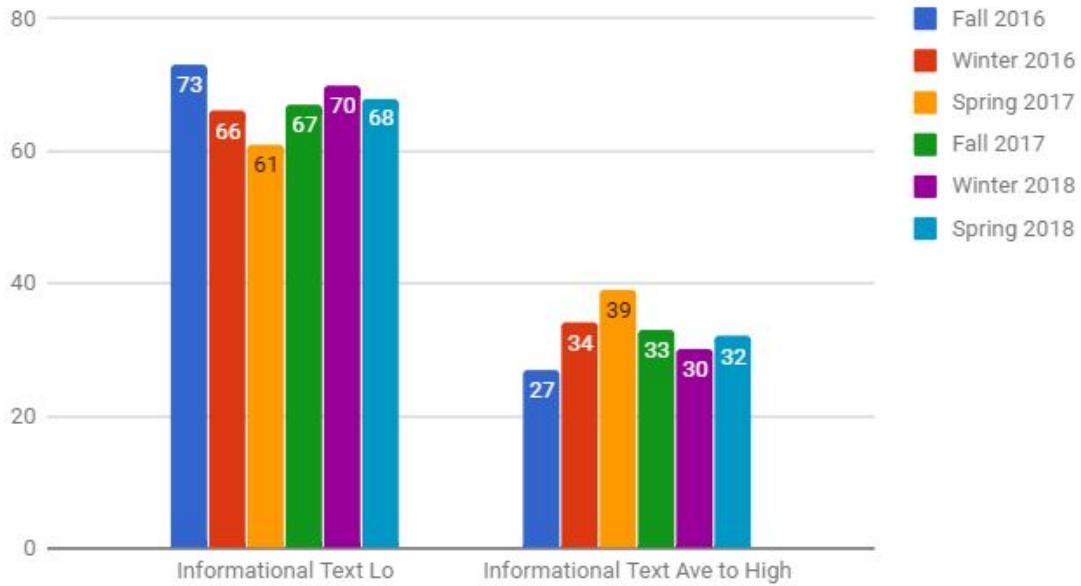


### 7th Grade Reading Breakdown Reports: MAP Spring 2018

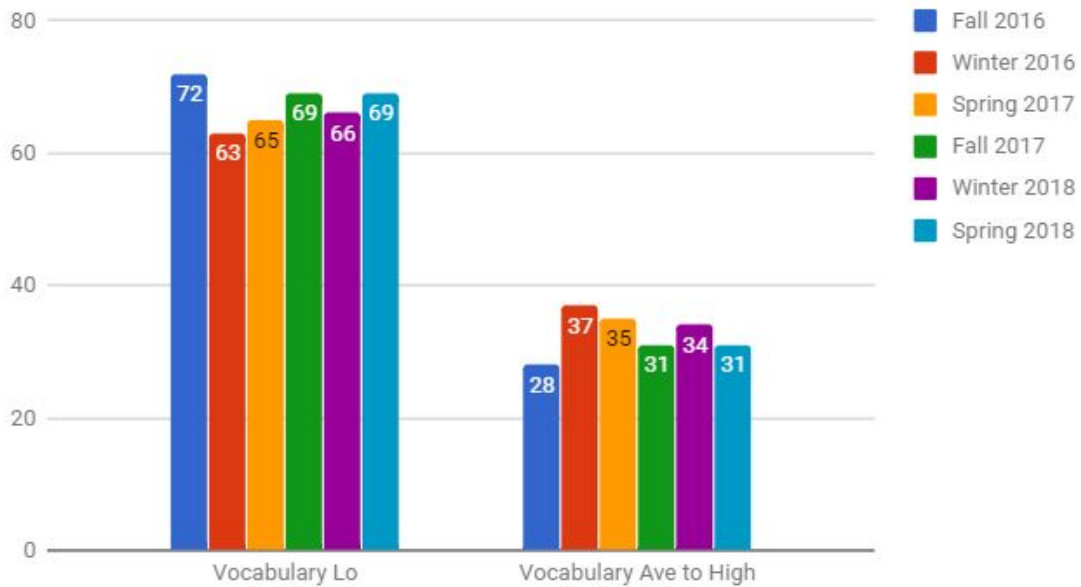
### 7th grade Reading Literature Map analysis



### 7th grade Reading Informational Text Map analysis

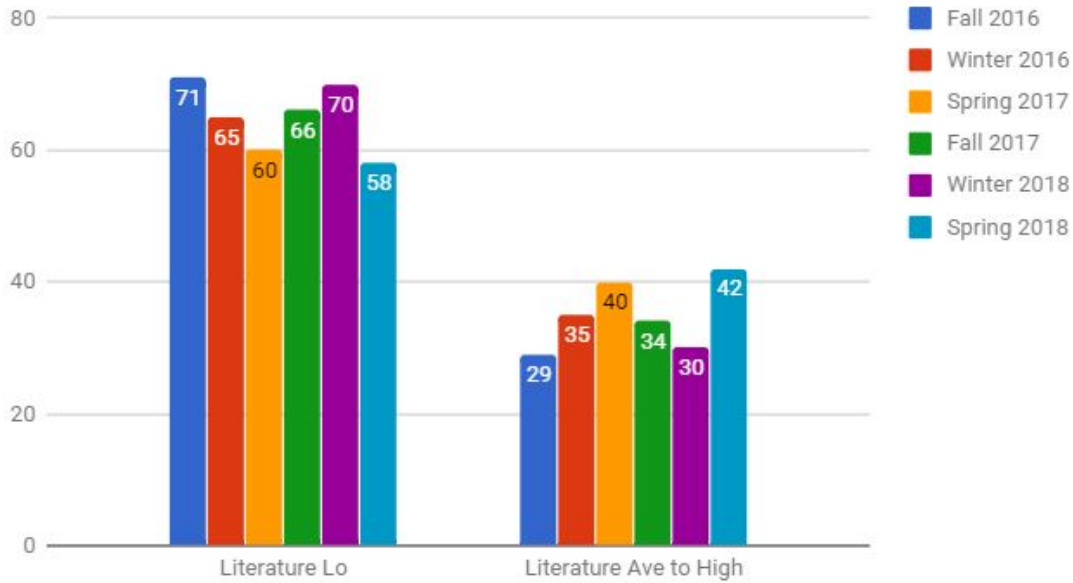


### 7th grade Vocabulary Map analysis

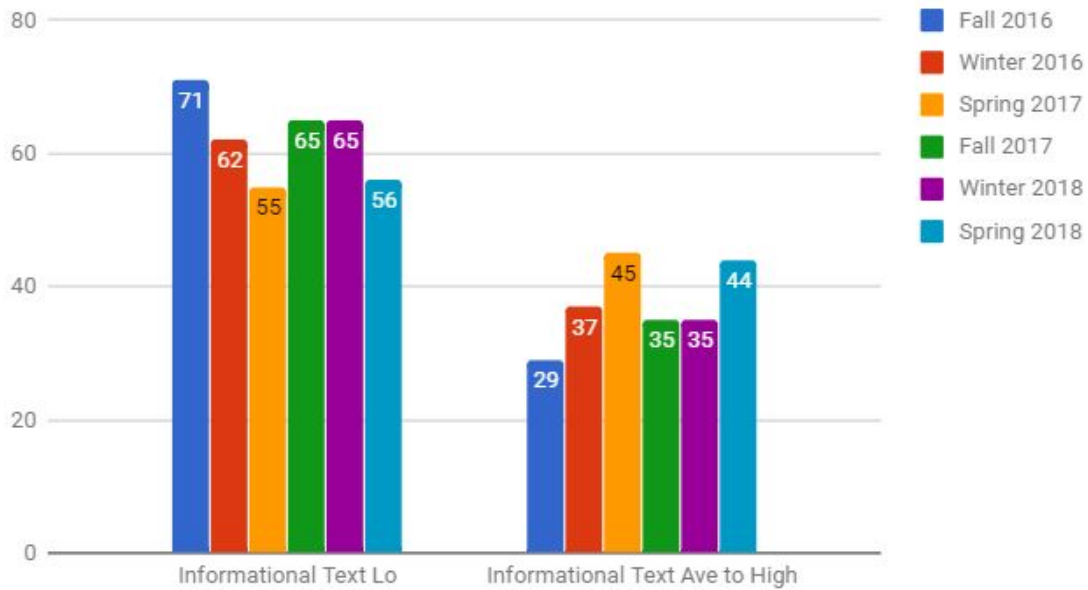


8th Grade Reading Breakdown Reports:  
MAP Spring 2018

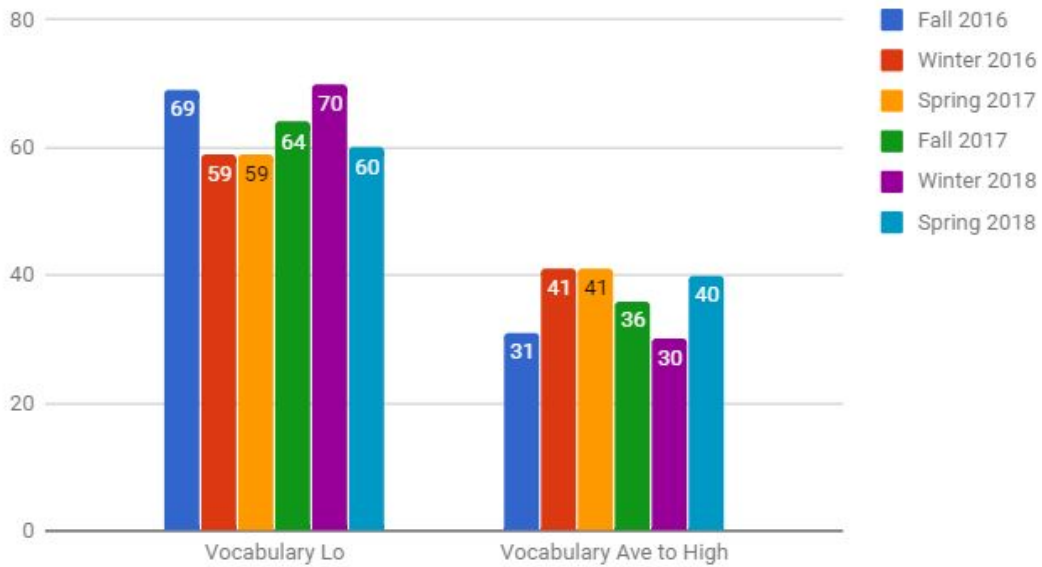
### 8th grade Reading Literature Map analysis



### 8th grade Reading Informational Text Map analysis

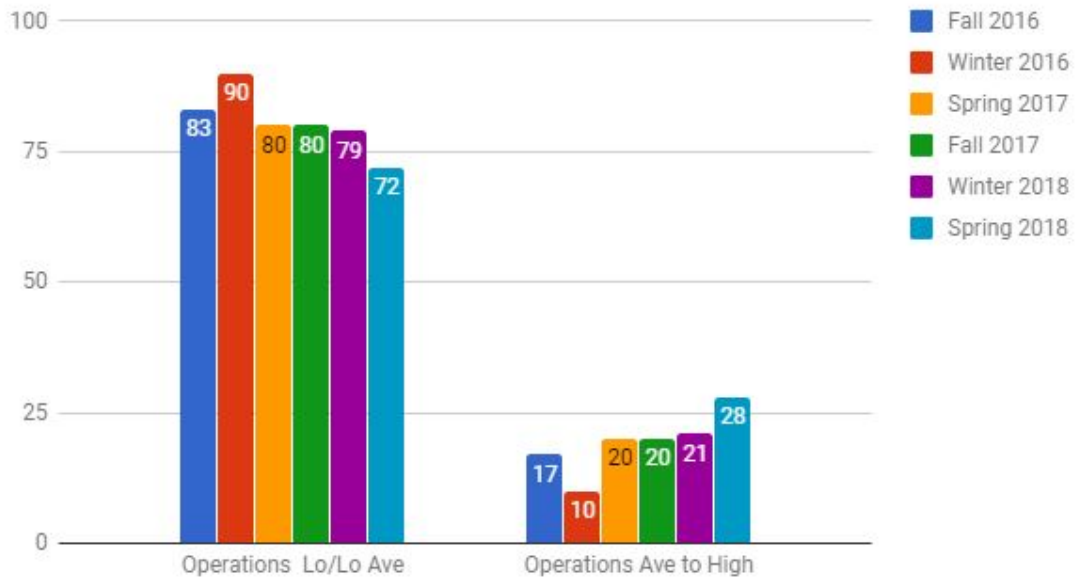


### 8th grade Vocabulary Map analysis

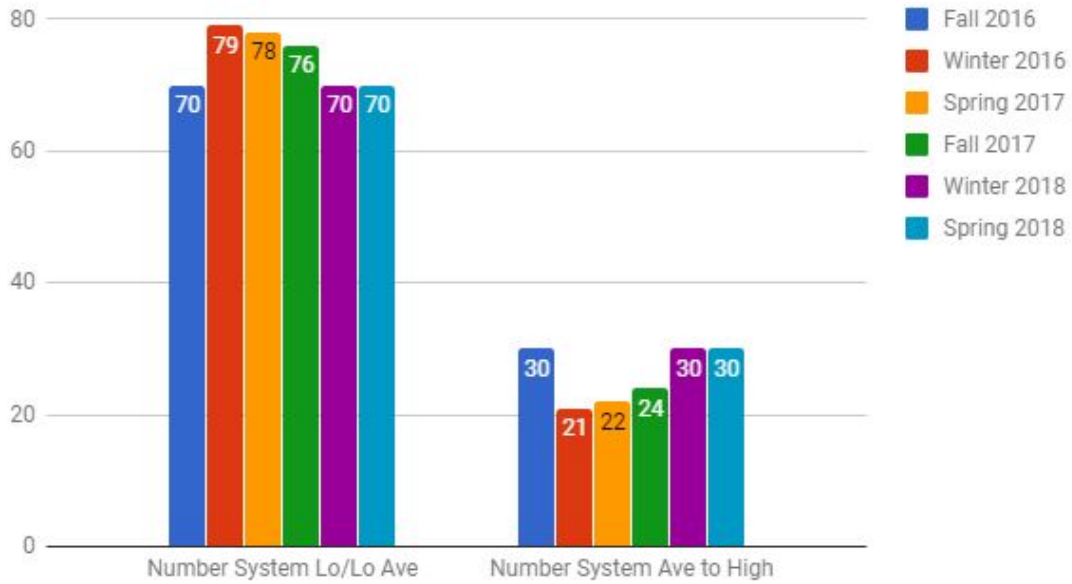


Math  
 6th Grade Math Breakdown Reports:  
 MAP Spring 2018

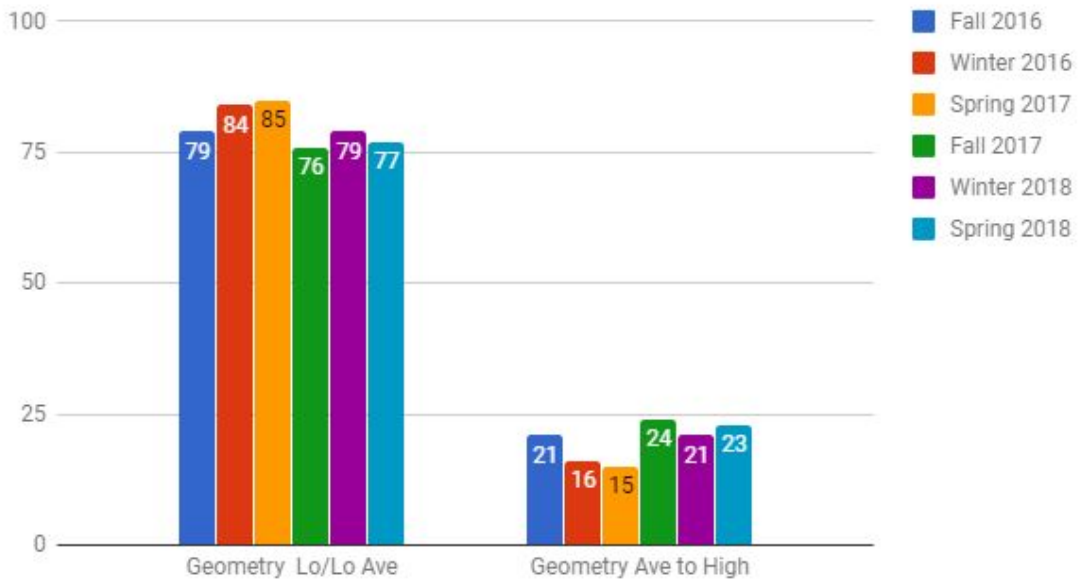
### 6th grade Math Map Operations analysis



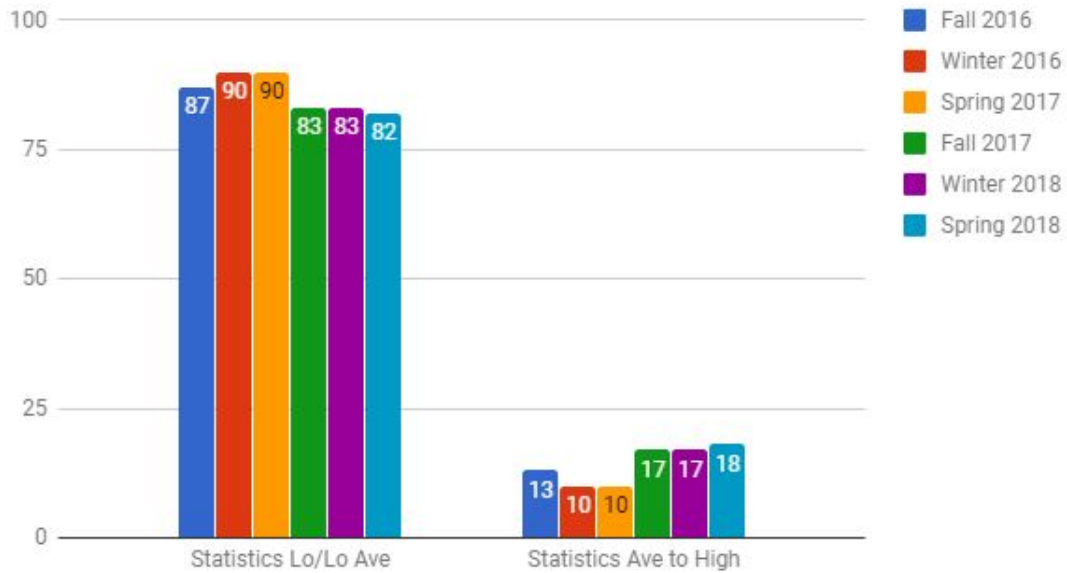
### 6th grade Math Map Number system analysis



### 6th grade Math Map Geometry analysis

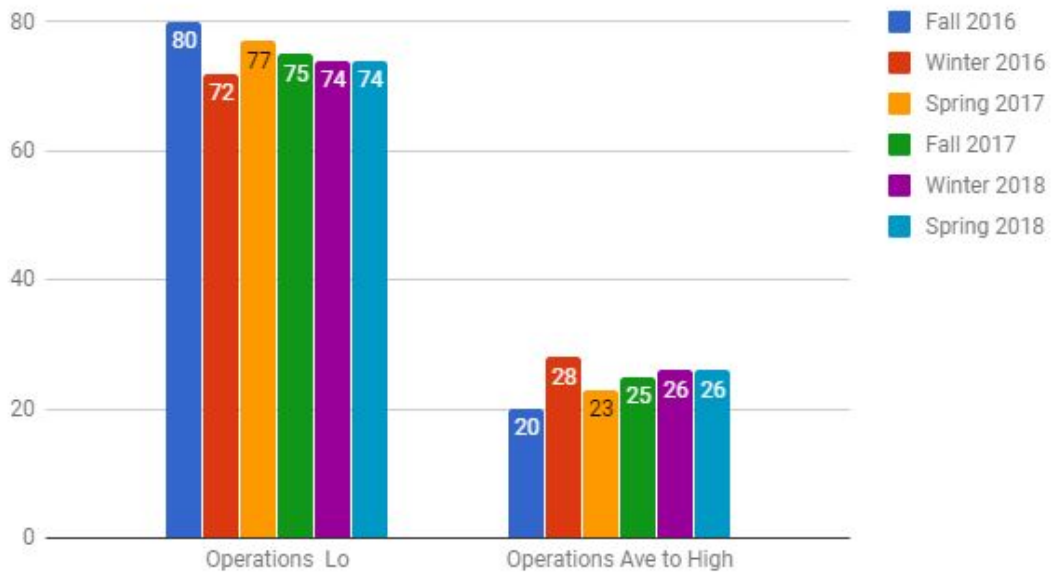


### 6th grade Math Map Statistics analysis



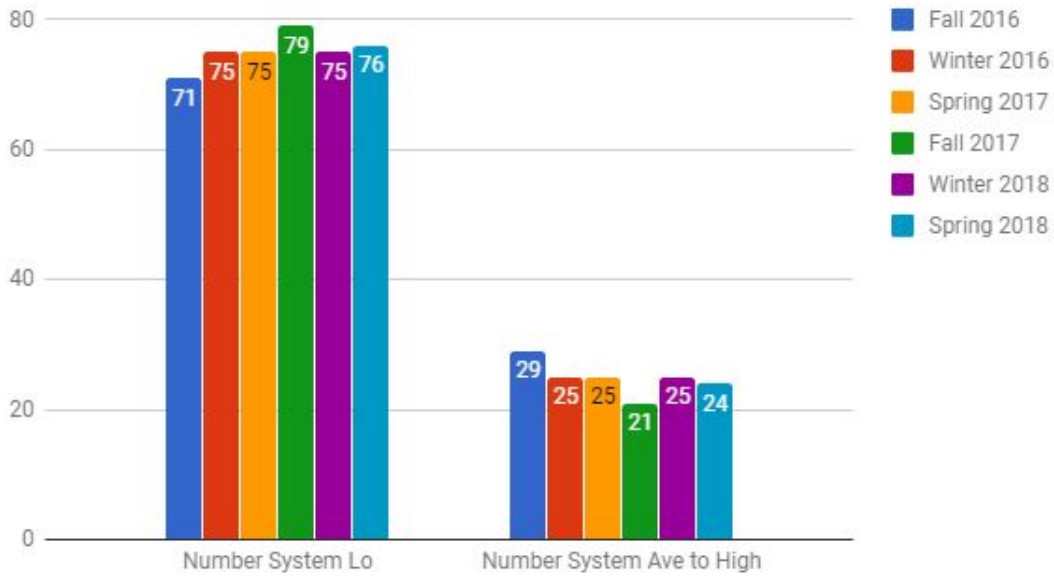
### 7th Grade Math Breakdown Reports: MAP Spring 2018

### 7th grade Math Map Operations analysis

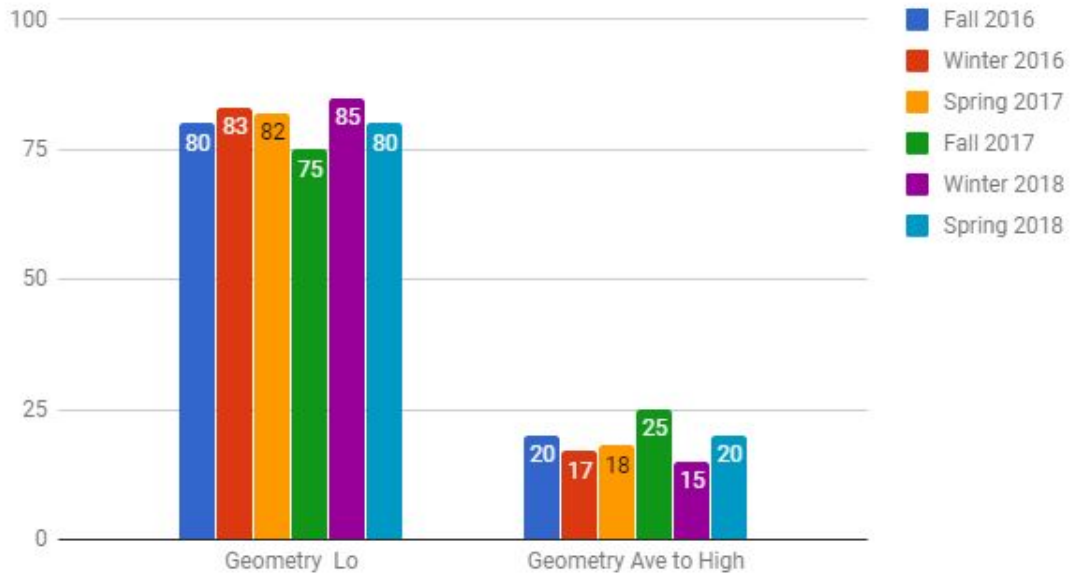




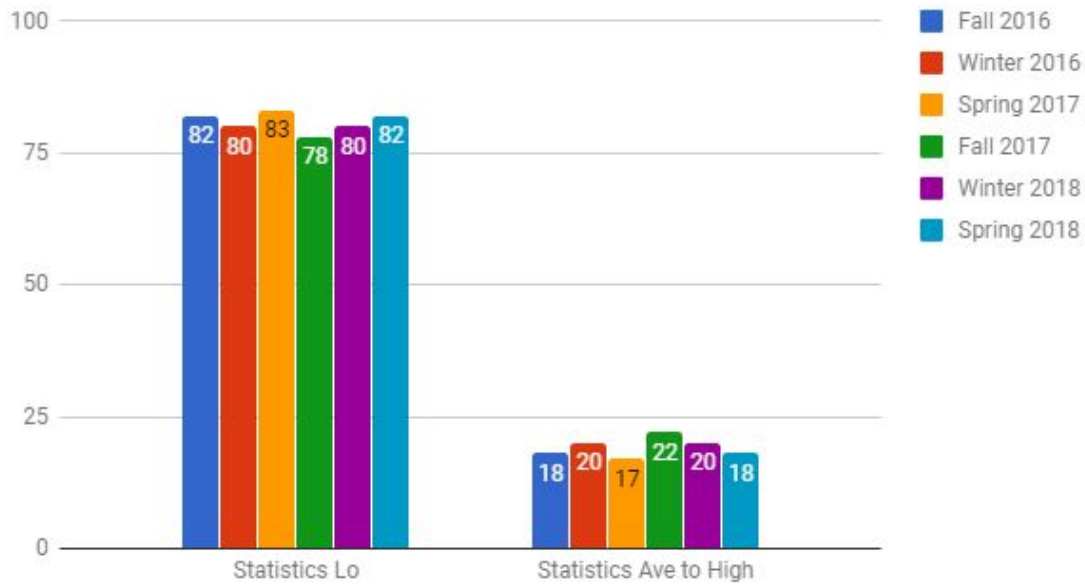
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### 7th grade Math Map Geometry analysis

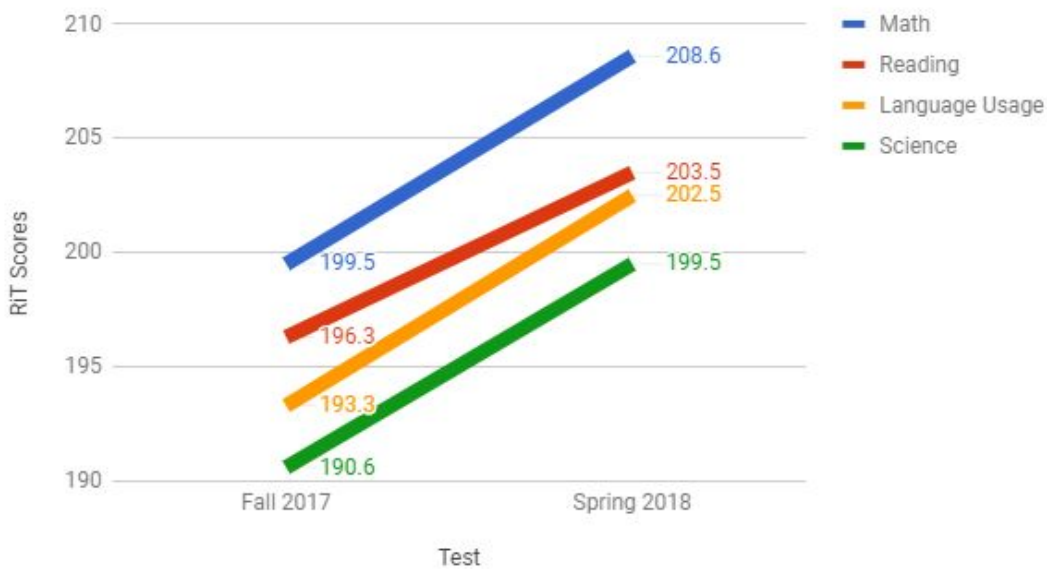


## 7th grade Math Map Stats and Probability analysis

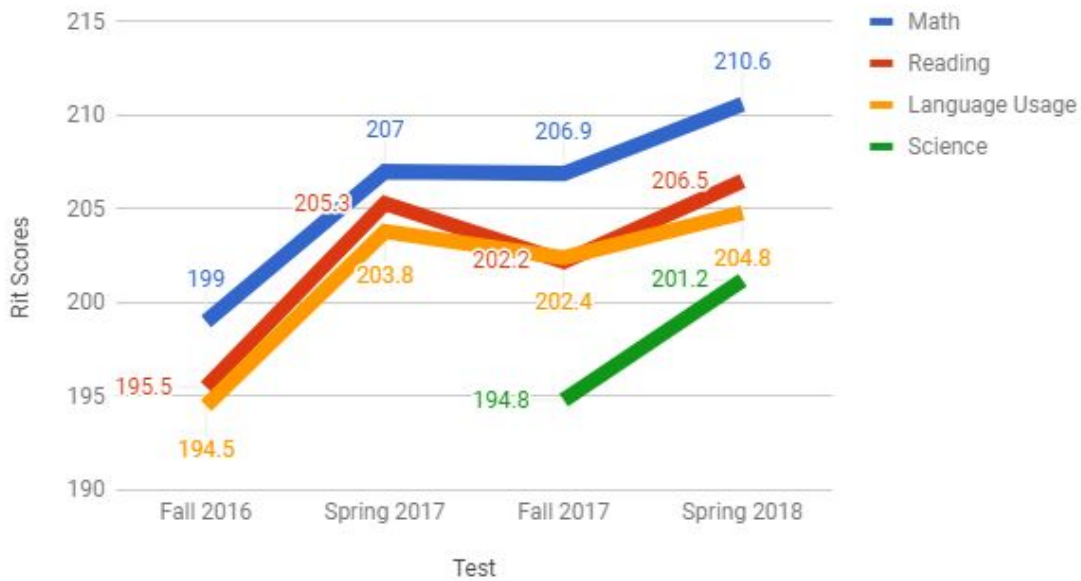


8th Grade Math Breakdown Reports:  
 MAP Spring 2018  
 MAP Mean RiT scores by Grade

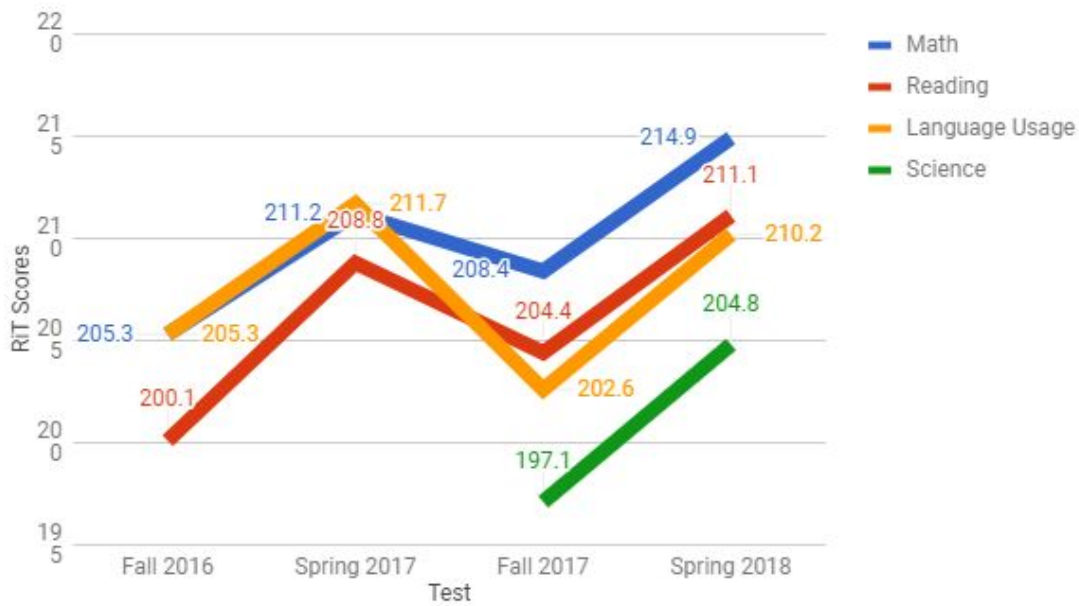
## 2017-2018 6th Grade Cohort MAP Mean Rit Scores



### 2017-2018 7th Grade Cohort MAP Mean Rit Scores



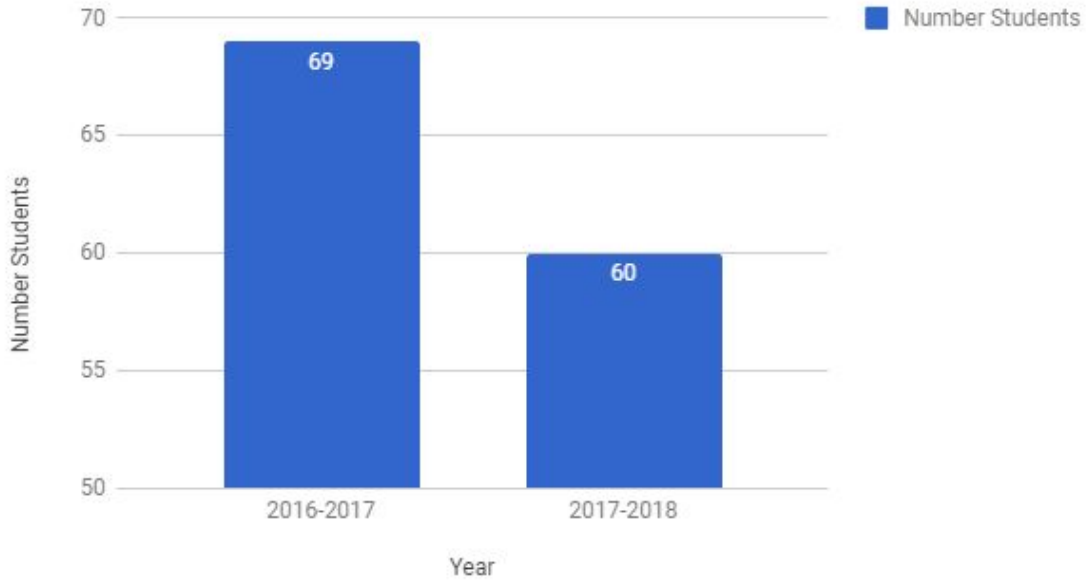
### 2017-2018 8th Grade Cohort MAP Mean Rit Scores



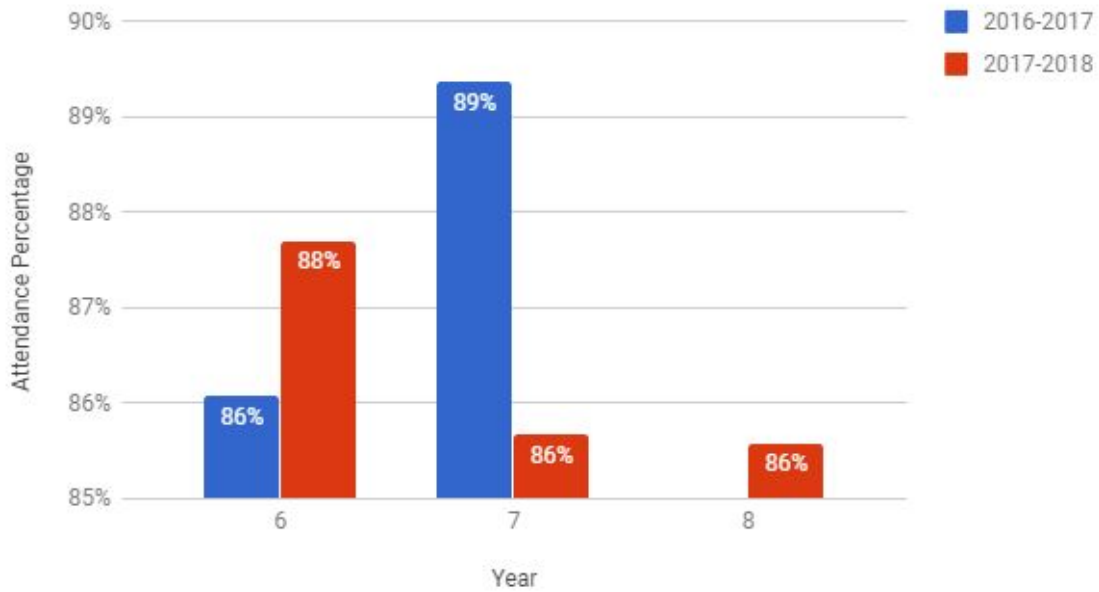
NWEA MAP Test	% Met Fall 16 to Spring 17	% Met Fall 17 to Spring 18	Change in % Met Spring 17 to Spring 18 - Cohort	Difference in observed Mean RIT vs. projected Mean RIT SY 17-18 (SY 16-17))	Student Median Conditional Growth Percentile Spring 18 (Spring 17)
6th Math	44	51	+7	+1.6 (+1.3)	49 (41)
7th Math	51	46	-5	-1.3 (+0.7)	42 (48)
8th Math	55	53	-2	+2 (+1.9)	49 (54)
6th Reading	62	56	-6	+1.0 (+4.3)	52 (57)
7th Reading	63	46	-17	+0.2 (+4.6)	44 (62)
8th Reading	77	55	-22	+2.8 (+7.4)	55 (70)
6th Lang. Usage	50	57	+7	+2.2 (+5.4)	52 (47)
7th Lang. Usage	58	50	-8	-0.3 (+4.0)	46 (56)
8th Lang. Usage	66	66	0	+4.2 (+3.0)	62 (58)
6th Science	NA	66	NA	+3.8	63
7th Science	NA	54	NA	+2.6	55
8th Science	NA	60	NA	+3.7	61

**a. Climate and Culture**

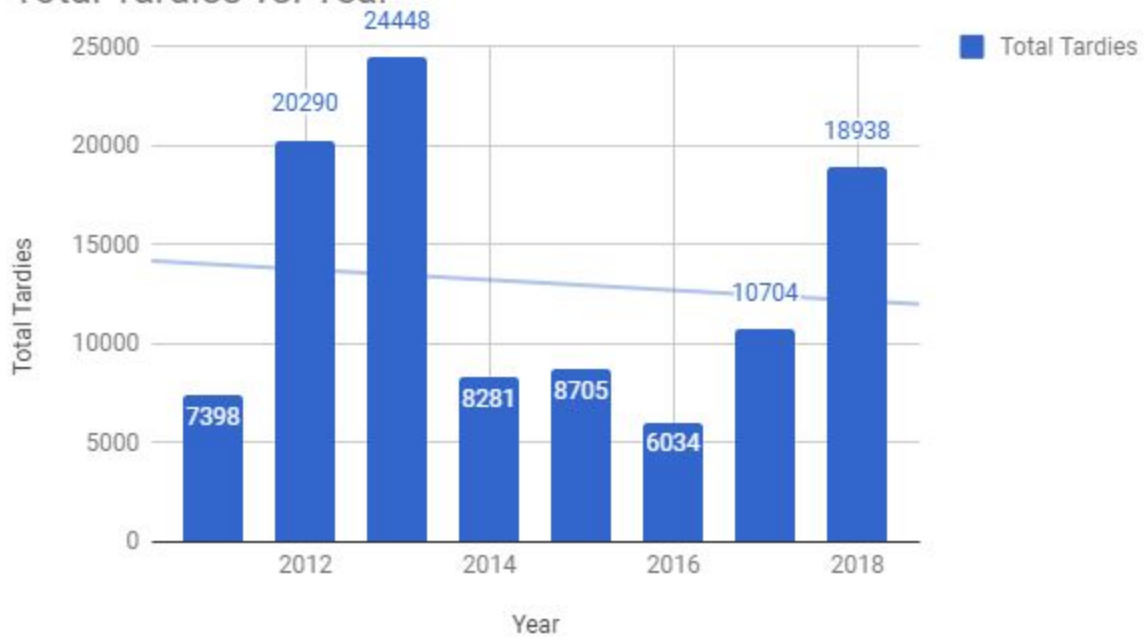
Number of Student Expulsions



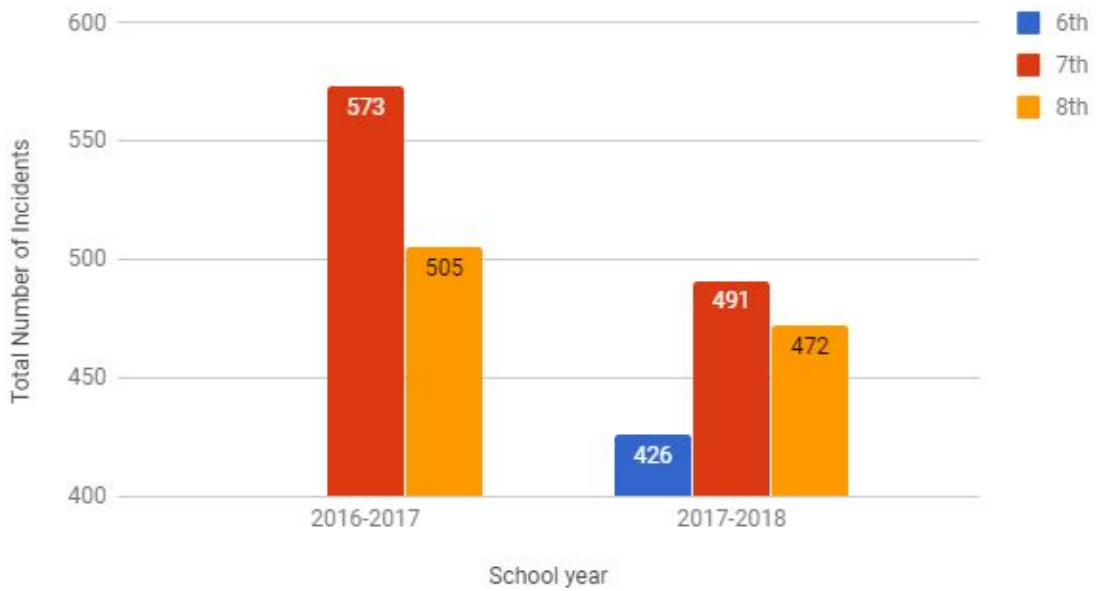
Student Attendance



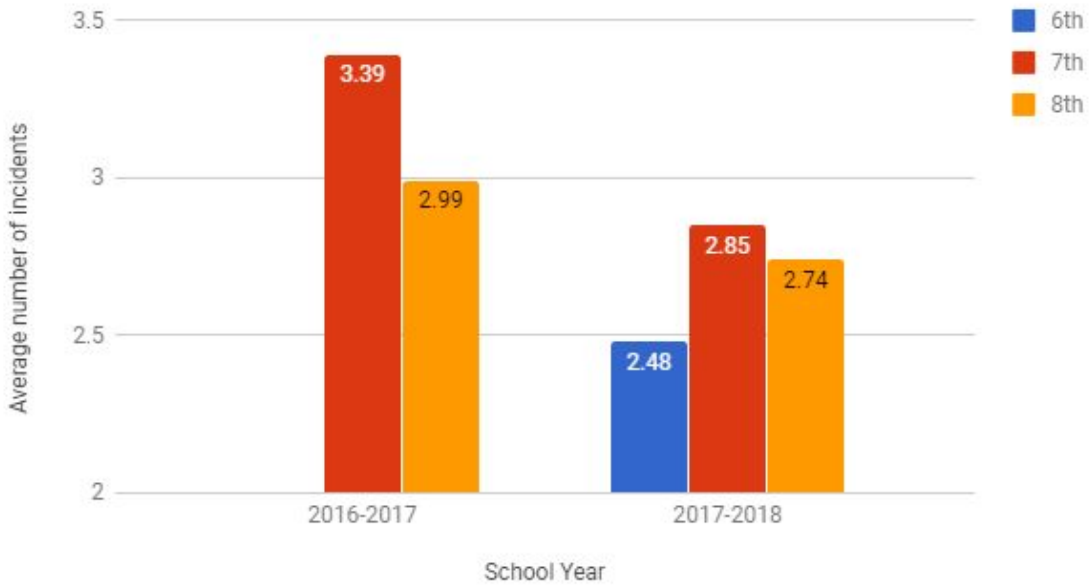
### Total Tardies vs. Year



### Referrals: Total Incidents

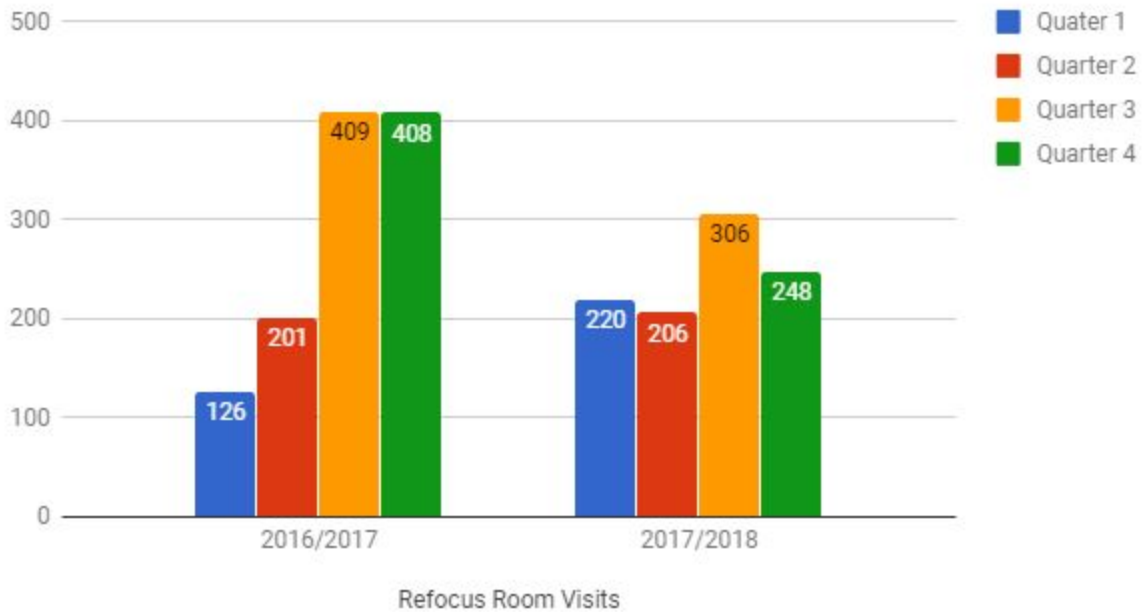


### Referrals: Average Incidents per Day



### BIST Data

#### Refocus Room Visits



#### 6th Grade BIST Movement Data:

	Safe Seat Movements	Buddy Room Movements	Refocus Center Movements
FY18 Q1	84	100	12

FY18 Q2	44	69	4
FY18 Q3	115	65	5
FY18 Q4	73	42	3

7th Grade BIST Movement Data:

	Safe Seat Movements	Buddy Room Movements	Refocus Center Movements
FY18 Q1	88	123	18
FY18 Q2	33	72	5
FY18 Q3	95	113	3
FY18 Q4	52	59	8

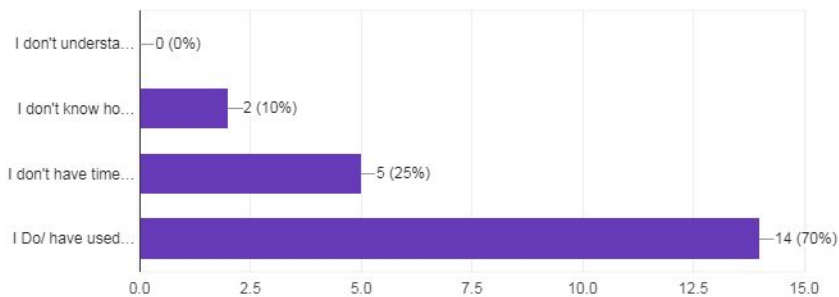
8th Grade BIST Movement Data:

	Safe Seat Movements	Buddy Room Movements	Refocus Center Movements
FY18 Q1	144	158	26
FY18 Q2	130	193	28
FY18 Q3	148	147	18
FY18 Q4	91	85	8

**Professional Development Data  
Relevant Data**

Check all boxes that apply to the use of QFT in your classroom

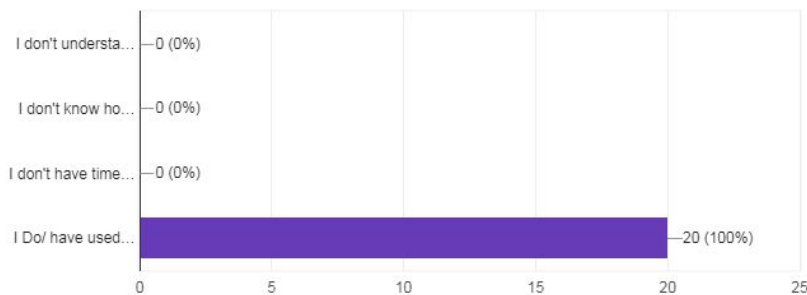
20 responses





Check all boxes that apply to the use of Vocabulary in your classroom

20 responses



Data is being utilized by building coaches, the CEC on-site facilitators, and the external CEC coaches to ensure, that identified needs and suggestions for future sessions, are being addressed in a timely manner. In addition, the coaches and on-site facilitators, are using data from classroom observations and PLC conversations, to facilitate discussions/adult learning about/on the content area specific instructional reform efforts. These efforts support PLCs in determining areas of strength and areas in need of support, which assists in the improvement of instructional practices. Teachers in the various content areas, are making collective commitments and identifying indicators of progress, at the conclusion of each session, to ensure lessons learned during the PD, are applied through professional practices. In addition, PLCs are scheduling time to observe individual members and provide feedback to each other in an effort to continuously improve upon teaching methods .

**2. List other special or support programs offered at your school.**

- a. MEL - Math Educational Leader
- b. REL - Reading Educational Leader
- c. CEC -Consortium for Educational Change
- d. 21st Century Tutoring
- e. Elevate K-12 - A tutoring program that serviced 75 students in math and 75 in reading
- f. PD subs

**3. Describe schoolwide improvement or reform strategies in narrative forms, to include:**

- a. **Opportunities for all students, including each of the subgroups**
- b. **Methods and strategies to strengthen and enrich the program**
- c. **Ways to address students' needs, especially those at risk of failing**
  - **Summer School:** This year, all Kennedy students were invited to participate in RPS205's Camp Journey. Typically, this opportunity is only offered to students kindergarten through seventh grade. However, as part of our commitment to providing Kennedy students extended opportunities in literacy and numeracy, the decision was made to also invite our eighth graders to this summer learning camp.
  - **Step-Up:** Select eighth-grade students are recommended to attend the Step-Up program at Jefferson High School. The program is a targeted

intervention for eighth-grade students who struggle to keep up academically. The Step-Up program offers a unique opportunity for students to build literacy and numeracy skills in preparation for their freshman year.

- **Health Clinic:** Students who have mental health concerns are referred to Rosecrance counseling services located at the school-based health center. Students in need of these services are provided transportation to and from appointments during the school day.
- **ASAP Tutoring:** Kennedy students participate in the ASAP after-school tutoring program. The program is supported by a grant and offers participants additional literacy and numeracy opportunities as well as enrichment opportunities and activities. Enrollment in ASAP is limited to 100 participants in order to maintain a small student to teacher ratio.
- **After school clubs:**  
During the past year the after school program began offering clubs for the student to be involved in. These clubs included cooking and science. Both clubs had partnerships with outside agencies in order to fund some of the activities that the clubs offered. The clubs offered students the opportunity to see science and culture relate to their everyday lives.
- **Refocus Room:-** The Refocus Center is a non- judgmental place where students can go to help themselves stop acting out and calm down. While in the Refocus Center, students will be responsible for taking ownership of their behavior and developing a plan on how to avoid this problem in the future. Students visit the refocus center for the following reasons:  
REACTIVE: Students come to the Refocus Center for a variety of reasons such as acting out, for non-compliance of the Safe Seat or Buddy Room, problem behaviors, needing time to calm down, processing a situation, and/or developing a plan for next time.  
PROACTIVE: Students can ask to come to the Refocus Center before acting out or problem behaviors occur. They may also come for triage, in which they check in to start their day on the right track, or to work on their plan, during which they practice target behaviors.

**4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas.**

a. Advisory

- Beginning in the 2016-2017 school year, all students at Kennedy have an Advisory period built into their daily schedule. An Advisory Committee was formed to design lesson plans for the Advisory period. The lesson plans for Advisory incorporated social-emotional topics including: anger management, healthy communication, active listening, self-regulation, goal-setting, grief management, healthy relationships, friendship, empathy, diversity, gratitude, and more. Advisory lessons also incorporated soft skills for academic achievement including Executive

Functions for organization and study skills. Advisory also included time for teachers to set goals with students.

b. MTSS

- Beginning in January 2018 we began a FLEX day every Wednesday to address MtSS needs. Students received interventions, enrichments, and a guided student hall.

c. Support Groups

- Positive Choices
- Master builders
- Winnebago County Health Department Support Group
- K-Fact
- Break the Cycle (formerly AMAZE/Man-Up Group)
- Rockford Sexual Abuse Center (RSAC)

d. Mental Health

- Students who have mental health concerns are referred to Rosecrance counseling services located at the school-based health center. Students in need of these services are provided transportation to and from appointments during the school day.

d. Mentoring

Community Leader-Mentoring Support Groups:  
Community Leader:

**5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.**

- College and Career Readiness: All 8th grade students are required to enroll in 8th Grade Seminar. During their semester in 8th grade seminar, students use Career Cruising to explore their career interests and research information related to college.
- The 8<sup>th</sup> Grade attended an open house at Auburn high school to prepare for the 2018-2019 school year.
- The Auburn High School Assistant Principal and the Academy Coach met with 8<sup>th</sup> grade students briefly in the auditorium during a scheduled house meeting regarding the high school design for the 2018-2019 school year. Each student was given a survey regarding academic and career interests. The data from the surveys will determine their freshman course offerings in the Fall of 2018-2019.
- Kennedy Middle School offered high interest electives aligned with the high school feeder program for the first time in 2017-2018 SY.

**6. Describe any activities regarding the implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.**

- a. The implementation of BIST (Behavior Intervention Support Team) began as a tool for teachers to build relationships with students and to promote a common language around accountability in the classroom and hallways in the beginning of the 2016-2017 school year. Through BIST, our focus is on teaching students how to attain three goals for life: making good choices even when mad, being okay even when others are not okay, and doing something even if you don't want to or if it is hard. We continue to add professional development for BIST so that we can get consistent implementation across our building. The implementation of BIST aided in the decrease in referrals for discipline in 7<sup>th</sup> and 8<sup>th</sup> grade.
- b. The Refocus Center opened during the 2016-2017 school year as an additional support for our student population. Students who are new to the school, or entering late due to unfinished suspensions from the prior year, begin in the Planning Center. For any students new or returning to Kennedy after suspension, the teacher who staffs the Planning Center goes over the PBIS expectations and walks them through their schedule. This teacher also helps students who are in distress and/or students needing a place to cool down/refocus. Another premise of the Planning Center is to provide conflict management, conflict resolution and de-escalation supports. The Planning Center is an intervention designed to address specific social-emotional issues of Kennedy students.
- c. Advisory began in the 2016-2017 school year to help students with awareness in social emotional issues, goal-setting, literacy, and organizational skills. Advisory is helping build relationships with students and it gives each teacher a small group to check in on for social emotional and academic concerns. We are currently working on weekly data reports so teachers can confer with students and try to help them decrease absenteeism, tardiness, and discipline referrals while improving academic performance.

**7. Describe any activities regarding professional development to improve instruction and use of data.**

- a. Instructional Reform
  - Content Area Coaching
  - Double dosing Math
  - Blocked ELA Classes
  - Cause and Effect
  - Sequencing
  - Vocabulary toolkit
  - Unpacking Standards
  - Common assessments
  - Advisory

- Question Formulation Technique
- Blended Learning
- Engagement strategies
- Classroom management
- External Coaching for Content Area Teachers
- Various Google activities

b. PD calendar

The following is a list of PD that were presented as part of the 2017-2018 school year.

Summer 2017:

- 3 days of BIST training for new teacher and 1 day for returning teachers
- 2 days of Assessment Design
- 1 day of Classroom Management
- 2 days of MTSS training
- 1 day Lesson planning/ Instructional Strategies/Block Scheduling
- ½ day of Edgenuity training

Wednesday Extended Day topics included:

- Engagement Strategies
- Cause and Effect
- Sequencing
- Various Google training
- MtSS
- Cultural competency
- Short Cycle Goals
- Assessment design

The following is what we have planned for the 2018-2019 school year. I

Summer 2018:

- 1 day will be designated for BIST to increase the likelihood for success using this system. This day will be designed by the BIST committee with an explanation of how we do BIST at Kennedy and time will be allocated to make a plan for the first three weeks of BIST implementation and schoolwide expectations.
- 1 day for defining common expectations, and building staff to staff, and staff to admin relationships.
- ½ day will be designated for Classroom Management.
- ½ day will be designated for MTSS to work on enrichment design, RFFs for enrichments, scheduling, etc.
- 6 days will be allowed for assessment design. These days will be work days with coaches on site. The building expectation is that everyone needs to have all formative (CFAs/ Pre-), and summative assessments (Posts), for all units complete prior to the start of the 2018 -2019 school year. Keep your Learning Continuum in mind while creating assessments.

Wednesday Extended Day:

- These 2 hour professional development days will take place the 2nd working Wednesday of each month.
- The professional development will rotate through BIST, classroom management, differentiation/engagement, trauma training, cultural sensitivity, and assessments/lesson planning.

**8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program. (Not Applicable)**

**9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.**

**a. Analysis of Teacher Talent**

- Staff retention: Last year, Kennedy experienced a large turnover due to staff members transferring to different schools in the district, leaving the district, and due to performance ratings. A primary goal is to minimize turnover.
- Ratings: Most of the 2017-2018 teaching staff still at Kennedy received ratings of Excellent and Proficient.

**10. Describe any activities and/or approaches to support homeless children and youth.**

**a. District Homeless liaison**

**b. Food Pantry**

- Starting with the 2016-2017 school year, Kennedy hosts a monthly food pantry for the families of Kennedy students as well as the families of students from our elementary feeder schools (McIntosh, Lewis Lemon, and Ellis) as well as the high school to which our students matriculate (Auburn).

**c. Clinic visits**

- As part of our support for Families in Transition, the nurse makes appointments at the school-based health center for students to receive any needed medical services including immunizations, physicals, dental care, eyeglasses, and counseling. Appointments are only scheduled for those students who have parental permission. Students in need of these services are provided transportation to and from appointments during the school day.

**d. Dental services**

- OPDS, Orland Park Dental Service, visits Kennedy every September to screen our students for cavities, clean teeth, and seal teeth. Again, appointments are scheduled only for those students who have parental permission. Dental services are provided on site for KMS students.

**11. Describe any activities and/or approaches to engage parents in their child's education and school.**

**a. FACE events**

- As part of our school transformation, a Family and Community Engagement Committee (FACE) was created in 2015-2016. The FACE Committee created a calendar of events for the 2017-2018 school year to

build stronger relationships between Kennedy staff and the parents and families of our students. 2017-2018 FACE events included both onsite and offsite activities such as: Donuts with Dad, Moments with Mom, Literacy and Fine Arts Night, School Carnival, and School Picnic.. The FACE Committee will continue to serve as part of our transformation process.

b. Awards Assembly

- The 8th grade team organized a Spring awards assembly to recognize the academic and interpersonal achievements of 8th grade students. To ensure attendance by parents, the 8th grade team recruited the Parent Liaison to hand-deliver invitations to the parents of award recipients. The event was held at 5:00 p.m. to maximize the potential for parents to attend.
- After each of our EOY MAP tests we had celebrations to reward students that met their growth goals for the test they took that day. We also sent students that met 3 or 4 of the goal on a dinner cruise in Chicago as a reward. Student who had no referrals for 4th quarter were rewarded with a field trip to SkateCo.

c. Parent-Teacher Conferences

Parents and guardians are invited to attend conferences twice a year. During conferences, parents and guardians have the opportunity to meet with teachers and other staff regarding academic progress as well as any other areas of interest or concern. The date, time, and purpose of conferences is communicated to parents and guardians via multiple robo-calls and the school newsletter.

d. Grade Level Team Parent Contact Logs

Starting in the 2017-2018 school year, each grade level team meets two times a week. During these meetings, the grade level team discusses, prioritizes, and organizes a parent contact list for the week for both celebrations and concerns. Record of these contacts is maintained in a parent contact log so that teacher teams can analyze for patterns and share information.

e. Parent Liaison

A parent liaison was added to the Kennedy staff at the start of the 2015-2016 school year. The role of the parent liaison is to: facilitate and run family engagement events, monitor community outreach efforts, gather information from parents regarding their needs, create opportunities for parents and community collaboration, build organizational capacity for parent and community engagement, provide reports and logs on activities to include, but not limited to, parent and community contacts, and more.

**12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.**

- a. Parent Cafe: Kennedy redesigned PTO to be a Parent Cafe. During the

2016-2017 school year, our focus was on creating large events for our parents and families to attend. However, we found that these events did not foster the collaboration between school and home that we had hoped. For the 2017-2018 school year, our focus was on creating events that allowed for more one-to-one conversations with parents, fostering collaborative relationships. We have a contract with Youth Guidance to assist in this work. Our hope is that this will help us create a more robust, diverse, and successful relationship with parents..

- b. SLT Jr.: Kennedy has established a student leadership group during this school year. This is the first step in getting our student engaged in the development of key plans and processes in our building. This year the students main concentration was on building better relationships between teachers and students and creating activities (staff vs. student basketball and volleyball games) to foster those relationships.