
School Data - Report Card Analysis



Summary - What do the School Report Card data tell you about student performance in your school? If appropriate, the school will consider grade-level and subgroup performance.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the school.

District Data – Local Assessments



Summary - What do the Local Assessment data tell you about student performance in your school?. If appropriate, the school will consider grade-level and subgroup performance.

When looking at the number of students making AYP, it appears that Kennedy's scores are significantly declining because of the change in cut scores. However, if the scores are examined by the number of problems correct, the decreases are not significant. Over the course of the last three years Kennedy's scores have not shown any significant changes.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the school.

The strengths in math are different at each grade level. Sixth grade's strength was geometry, seventh grade's was statistics and probability, and eighth grade showed their highest scores in measurement. For reading, strengths were different at all grade levels. Sixth grade's weakness was comprehension, seventh grade's was vocabulary, and eighth grade did their best work in literature.

Weaknesses in math were shown in algebra across all grades and in seventh grade number sense was also a weakness. For reading the following weaknesses were apparent: sixth grade , vocabulary, seventh grade reading strategies, and eighth grade was comprehension.

Several factors have influenced Kennedy Middle School test results. A significant change in the population due to the school being repopulated by zones instead of choice, increased the number of low income students to 94%. Other factors include a 23% mobility rate, compared to the district 15% and the state's 13%. Our 85% attendance rate is significantly lower than the district (92%) and the state (94%). The truancy rate (20%) at Kennedy is also a factor that greatly contributes to lower test scores. District level (13%) and State truancy (15%) were significantly lower. The change in cut scores also negatively affected the test results for Kennedy.

Reports - Progress Report

Report Description: This report gives information about the created plan including the number and status of tasks for each objective, the assigned team member, as well as the target date for completion.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL1	The school's Learning Support System will include academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343) Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	RTI,SW	Jeff Cismesia	11/01/2012	0		
CL10	The school culture will promote and support the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)		Jeff Cismesia	12/01/2012	0		
CL11	The school culture will promote and support the physical, social, emotional, and behavioral health of all school personnel. (2352)			09/01/2012	0		
CL4	All school personnel will actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (2346)			11/01/2012	0		
CL7	The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning. (2348)	SS	Jeff Cismesia	06/01/2013	0		
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.	SS,SD,SW		01/31/2013	2	0%	Objective Met - 03/22/2011
IE08	The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)	SC		12/01/2012	0		
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Jeff Cismesia	11/17/2010	1	100%	Objective Met - 11/15/2010
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Susan Boomgarden	01/25/2013	2	100%	Objective Met - 06/14/2011
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Lynn DeLacey	02/10/2011	1	100%	Objective Met - 10/07/2011

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IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Renneth Richardson	06/14/2014	3	0%	
IIIA35	Students will be engaged and on task. (1161)	SP	Susan Boomgarden	06/01/2013	3	33.33%	
IVD02	The "ongoing conversation" between school personnel and primary caregivers will be candid, supportive, and flow in both directions. (1115)	SP	Lynn DeLacey	05/01/2013	3	33.33%	
IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP		03/01/2013	3	33.33%	

Reports - Summary

Support for School Improvement Summary Report

Members of the Rising Star Leadership Team

Role	Name
School Improvement Team Member	Brenda Delacy, Dan Schroeder, Jeff Cismesia, Laura Schulz, Linda Cooper, Lindsay Battle, Lynn DeLacey, Michelle DeBarba, Ronda Brown
School Principal Designee	Renneth Richardson
School Process Manager	Susan Boomgarden
School-Assigned Capacity Builder	Susan Bukove

Team Meetings

Date of first Meeting Minutes entered	09/28/2010
Date of last Meeting Minutes entered	11/20/2013
Total number of Meeting Minutes entered to date	25
Average number of Team members present at meetings to date	3.68
Number of Meeting Minutes entered in last 3 months	5
Average number of Team members present in last 3 months	8.6

Indicators

Total number of Indicators assessed to date	59
Total number of Indicators assessed and Not Included in Plan	0
Total number of Indicators planned to date	43
Total number of Tasks entered to date	18
Total number of Tasks completed to date	7
Total number of Objectives Fully Implemented	20

Progress by Categories and Sections

Assessed: number of indicators assessed out of the total number of indicators in that section /subsection

Planned for: number of objectives planned for out of the number of objectives available to plan for in that section/subsection (Indicators assessed as Fully Implemented or No development/Not in Plan will not be shown here)

Met with Evidence: number of indicators that were fully implemented from the initial assessment and total objectives in this section/subsection that have been planned for and have reached full implementation out of the total number of indicators.

Category Name	Section Name	Assessed	Planned for	Met with Evidence	
				Initially Assessed as Fully Implemented in Step 2 - Assess Indicators	Indicators Planned for and reached full implementation
Educator Quality	Leadership	11 of 16	5 of 16	6 of 16	1 of 16
	Professional Development	4 of 6	3 of 6	1 of 6	0 of 6
Teaching and Learning	Aligned Instruction-Curriculum	1 of 3	0 of 3	1 of 3	0 of 3
	Instruction	13 of 46	11 of 46	2 of 46	1 of 46
	Assessment	10 of 14	7 of 14	3 of 14	2 of 14
Learning Environment	Community and Family Engagement	9 of 9	6 of 9	3 of 9	0 of 9
	Conditions for Learning	11 of 11	11 of 11	0 of 11	0 of 11

Continuous Improvement Forum

Number of Comments entered to date	2
Number of Comments entered to last 3 months	2
Number of LEA(Districts and Schools) Responses to Comments to date	0
Number of LEA(Districts and Schools) Responses to Comments in last 3 months	0

Local Board Action Report

A. ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Renneth Richardson	Date: 12/13/2013
Superintendent Signature:	Ehren Jarrod	Date: 12/13/2013
Board President Signature:	Kenneth Scrivano	Date: 12/13/2013