The Report of the
Accreditation Visiting Team

John F. Kennedy Junior High School

4495 South 4800 West
West Valley City, Utah 84120

November 17-18, 2010

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

THE REPORT OF THE
VISITING TEAM REVIEWING

John F. Kennedy Junior High School

4495 South 4800 West
West Valley City, Utah 84120

November 17-18, 2011

UTAH STATE OFFICE OF EDUCATION

Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and student achievement. In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes in a three-step evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, November 17-18, 2010, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of John F. Kennedy Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Bill Kenley is also commended.

The staff and administration are congratulated for their desire for excellence at John F. Kennedy Junior High School and for their professional attitude which made it possible for them to see weaknesses and strengths and to suggest procedures for improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is most important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at John F. Kennedy Junior High School.

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Scott Whipple ..... Director Granite Education Foundation

JOHN F. KENNEDY JUNIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Dr. Bill Kenley ..... Principal
Carol Carroll ..... Assistant Principal

Counseling

Kent Mayne ..... Counselor
Annette Swenson ..... Counselor
Jennie Williams ..... Counselor

Support Staff

Jolene Catmull, School Psychologist
Jennifer Vargo, Secretary
Gaye Foster, Secretary
Lynette Guyman, Secretary
Judy Godoy, Secretary
Nikolina Pineda, Guidance Assistant
Clara Delgado, BHA
Cathy Jensen, Media Aide
Trudy Roos, Parent Center
Melody Bennett, Student Aide
Maritza Sylva, Secretary
Elizabeth Chavez, ESL Aide
Geri Broderick, Spec. Ed Aide
Maria Hernandez, Spec. Ed Aide
Lelu Po'uha, Spec. Ed Aide
Barbara Williams, Spec. Ed Aide

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Beverly Thatcher
Dave Thor
Jill Walgamott
Kimberly Wallace
Mark Watts
Ben Webb
Carol Weyrauch
Stasha Wheeler
Ingrid White

JOHN F. KENNEDY JUNIOR HIGH SCHOOL

MISSION STATEMENT

The Kennedy Community promotes positive learning in a safe, respectful, and diverse environment to achieve our maximum potential.

BELIEF STATEMENTS

We believe:

- Student learning is the guiding principle of the school.
- Students need to demonstrate their understanding of essential knowledge and skills, be actively involved in solving problems, and produce quality work.
- Curriculum and instruction practices should incorporate a variety of learning activities to accommodate differences in learning styles.
- Students, parents, teachers, administrators, and the community share the responsibility for advancing the school's mission.
- A safe and physically comfortable environment facilitates student learning.
- Exceptional students, (e.g. special education, limited English proficient, gifted and talented, etc.) should have access to special services and resources.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Positive relationships and mutual respect throughout the school community fosters student self-esteem. Students learn to make appropriate decisions when given a supportive and challenging environment.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Kennedy Junior High School Students will be:

- Complex Thinkers
- Lifelong Learners
- Collaborative Workers

Date of visit: November 17-18, 2010

MEMBERS OF THE VISITING TEAM

Joel V. Miller, Mountain Ridge Junior School, Alpine School District, Visiting Team Chairperson

Annette Harmon, Rocky Mountain Junior High School, Weber School District

Heather Hughes, Fairfield Junior High School, Davis School District

Mark Johnson, Providence Hall, Public Charter School

Matt King, Timberline Middle School, Alpine School District

VISITING TEAM REPORT

JOHN F. KENNEDY JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Kennedy Junior High School first opened in 1969. It currently has 1,124 students and a teaching staff of 52.

Kennedy has a diverse population: 47.6 percent of students are Caucasian, 39.79 percent are Hispanic, 6.57 percent are Pacific Islander, 3.2 percent are Asian, 1.51 percent are Black, and 1.07 percent are American Indian, and lastly, 0.09 percent are "other."

Kennedy has 411 ESL students; 214 of those students are mainstreamed and 161 are served in separate classes. Many parents work multiple jobs, and 67 percent of students are on free or reduced-price lunch. It is difficult to elicit parental involvement for programs such as the School Community Council and PTSA, although parents routinely attend parent/teacher conferences.

Students at Kennedy Junior High have many opportunities to become involved in extracurricular activities. The MESA organization at Kennedy is one of the largest in the state, with over 168 members. The AVID college prep program for underprivileged students has opened up many opportunities for students to focus on post-secondary planning. There are 56 students actively taking advantage of AVID. Early morning and afternoon tutoring is available to all students. And many students participate in district-sponsored sports, as well as intramurals at the school. Fine arts programs, academic activities, yearbook, and the gifted and talented program, all support student learning and involvement.

The certificated staff is quite diverse in its experience and training. Fifteen have 10 or fewer years' experience; fourteen have 10 to 20 years' experience, and seventeen have 20 or more years of experience. Of those in the final group, eighteen of the certificated staff members have master's degrees, and one has a doctoral degree.

a) What significant findings were revealed by the school's analysis of their profile?

Kennedy Junior High students have indicated that they feel comfortable using technologies at school and that they are getting useful information that is applicable to their progress in school. They also indicated that they have a lot of support from the faculty and staff. Patrons stated that they feel supported by the school and that the school is responsive to their concerns. The faculty indicated a positive relationship with the administration, and stated that the counselors were accessible and helpful.

School data shows that overall, female students achieve a higher GPA than their male counterparts. Asian students also have higher GPAs, and eighth graders are performing lower academically than the seventh and ninth grade students. Hispanic boys have consistently performed below average across the board.

b) *What modifications to the school profile should the school consider for the future?*

The administration at Kennedy Junior High is fully aware of the deficits within the data relating to student achievement and is proactively targeting the achievement gaps. The administration is working to align curriculum to the State Core while using assessments and curricular mapping to improve instruction and student achievement and narrow the gaps.

The school-wide survey shows a positive relationship between the school, the students and other patrons. However, the school's profile indicated a need for improvement in the areas of conflict resolution, more parental involvement, and the expanded use of advanced technologies.

c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The administration is working to build unity within the faculty and within the student body. Administrators have identified areas of weakness and developed implementation plans to address those weaknesses and capitalize on the school's strengths. Further analysis of the self-study, data and school-wide surveys will assist in identifying benchmarked success.

Suggested Areas for Further Inquiry:

- Investigate greater use of data in guiding instructional methodology and in decision-making processes.
- Target each subgroup of students and identify causes for low achievement. Use CRT scores and other common assessments to identify weaknesses.
- Track Friday afternoon collaboration activities to ensure focus on student achievement planning and implementation.
- Identify the effectiveness of DEAR time and its effects on school-wide student achievement.

CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

Kennedy Junior High School's desired results for student learning (DRSLs) are as follows:

1. Lifelong Learner
2. Collaborative Worker
3. Complex Thinker

a) *To what degree were the school's mission statement, beliefs and DRSLs developed and/or revised collaboratively by the school community that define a compelling purpose and vision for the school to support student achievement?*

The school community collaborated to slightly revise the wording of the belief statements. The consensus was to keep the previous mission statement and DRSLs in place, as it was felt that these standards continue to meet the needs of the stakeholders of Kennedy Junior High.

b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The Visiting Team has found evidence that the school's mission statement and beliefs easily align with and support the school's DRSLs. The action plan and culture of the school reflect these goals.

c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs?*

Each department has implemented its own procedure for assessing the DRSLs, but many indicators are subjective; in the future, the indicators should be measurable. The Visiting Team found evidence that student learning of the DRSLs happens mostly during Advisory time.

d) *To what extent do the school's mission, beliefs and DRSLs guide the procedures, policies and decisions of the school and are evident in the culture of the school?*

Kennedy Junior High has put into place procedures such as dress codes, binders, dress code and visual cues to consistently remind students and staff of the mission of the school. A culture of safety and respect is evident

Curriculum:

a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah* Life Skills*?*

There is evidence that some teachers in each department focus their curriculum on the Utah State Core standards, but some teachers need to further align their lesson plans to meet the standards and benchmarks . In some departments, they have district or national standards that guide their curricula. The DRSLs reflect the goals of Utah Life Skills.

b) *To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher order thinking skills?*

Evidence has been found that higher-level thinkers (approximately 100 students) are being serviced through the Quest Program. The AVID program serves approximately 60 students. There is not enough data to support that all students are engaged in problem solving, inquiry and higher-level thinking skills in each classroom.

c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The Visiting Team found evidence that a few departments collaborate well together and some cross-curricular planning occurs. Monthly department meetings are scheduled on Friday afternoon. Teachers have expressed that this is helpful in the creation of curriculum maps.

d) *How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?*

The Visiting Team found evidence that some teachers gather and review data, and that the school is working on using the data to improve student literacy and numeracy. The data has not yet been disaggregated to a narrow focus on specific skills that students must master to be critical thinkers and lifelong learners.

Instruction:

a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

Most teachers use a variety of instructional strategies in their classrooms and work to have seamless transitions. In 2004, teachers attended a block schedule training. Students report that teachers who use “real-life” applications in their curriculum motivated them to achieve at higher levels and helped them to be more engaged in their learning.

b) *To what extent has the school and the staff developed strategies for instruction that builds the capacity for explicitly teaching the identified DRSL in every classroom?*

The explicit teaching of DRSLs was done mostly during Advisory time. Some teachers expressed that they use the DRSLs in planning their lessons, but most have

not used the explicit wording when teaching their lessons. Creating DRSL indicators for their classrooms would help validate the curriculum.

c) *To what extent is the school's professional development program guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The Visiting Team found that many teachers attend professional development to help with their curricular areas. Staff development classes offered to the faculty include Sheltered Strategies, REACH and the Best Program. Indictors are lacking to measure whether each specific training has had an impact on student learning.

d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches and reflective of their own practices?*

The faculty members of Kennedy Junior High are highly qualified to teach in the areas they have been assigned. They are all certified in their curricula. Many teachers have advanced degrees and multiple endorsements.

e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction and assessments?*

The school has recently acquired useful technology. All classrooms have a projection system and voice enhancement devices. Twenty video cameras are available for the creation of student projects. Editing equipment is available in the Fine Arts Department. Every teacher has a computer and phone at his/her desk, which allows for parent contact and grade notification. A majority of teachers have noted that they implement at least one student-based technology project into their curriculum once a year.

Assessment:

a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

Granite District Benchmark testing was utilized by teachers in the core areas. The PACE standards were also clearly stressed. Individualized assessments were evident in almost every area, ranging from performance to differentiated instruction with rubrics. Inquiry was clearly observed, as was open-ended questioning. Participation, collaborative projects, guided notes, and real-life scenarios with problem solving were all used in accessing progress.

b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

Emphasis is placed on CRT testing and GPA. Reading class placement has increased to address certain deficiencies. Language arts scores have increased over the last four years. The creation of a ninth grade boys-only math class is a positive move toward implementing individualized instruction based upon collected data. The Visiting Team praises the school for these efforts and suggests further disaggregation of collected data to make learning equitable for all.

c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

Language arts scores have improved, and the school is keeping programs in place to continue this trend. The school has recognized that math scores have not seen improvement, and is directing energies into closing these gaps.

d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The Visiting Team has learned that each department has been given time to meet monthly during the allotted early out time. Some departments produced evidence that teachers were collaborating to create assessments and cross curricular projects. There was no evidence that this was happening school-wide.

e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

The Visiting Team did not find evidence of any rubrics or scoring tools that had been institutionalized school-wide.

CHAPTER 3: SUPPORT STANDARDS

Leadership and Organization:

a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

The Visiting Team found that the administration at Kennedy Junior High is well respected and involved. Administrators have proactively made significant improvements in the school's culture and climate that have improved the learning environment. They have implemented academic support programs like before-school and after-school tutoring, additional reading classes for three separate level of readers (all students are tested for reading proficiency), daily math classes, an all-boy math class, the Don't Pass Don't Drive program, MESA and AVID. They have improved the collaborative network within the faculty.

b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

The administration has used data to identify areas for school-wide improvements, but should create departmental data rubrics and common assessments to target all level of learners.

c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, resources, allocation and use of resources of the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs and school improvement?*

The school's administrators have done a great job building unity within a faculty that previously struggled. They have built bridges between the school and its patrons and have developed partnerships with local businesses. Student support programs and after-school community programs are a positive effect due to the parental involvement and business/community relationships. The administration and faculty have done well in making Kennedy Junior High a safe school where students feel accepted and where tolerance is promoted. The administration has promoted the school-wide DRSLs, although more efforts need to be made to incorporate the DRSLs and school goals into the each classroom within instruction and within the culture of the school as a whole.

d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision making process?*

Collaboratively, the administration and faculty leaders lead the faculty in exploring the school's mission, vision, DRSLs and goals. They set up an accreditation team within the faculty, including some patrons, to lead the faculty through the accreditation process. However, this process should have been an ongoing effort since the last accreditation visit. With an understanding the environment that existed during the previous administration's tenure, the Visiting Team acknowledges and commends the efforts of the current administration to accomplish what they have in such a short time.

e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide DRSLs?*

The Counseling Department creates an individual SEOP with each student at Kennedy Junior High. Counselors are actively involved in the schools community and are a positive resource to the students and the faculty. The administration has made it the highest priority to build unity within the faculty, an effort that has been very effective. That unity has trickled down to the student body, and the students feel that they have the support of their teachers, academically and interpersonally as well.

CHAPTER 4: SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

a) *To what extent has the school developed and implemented a comprehensive school improvement plan using* Collaborating for Student Achievement, *the Utah accreditation school improvement process that is reviewed and revised on an ongoing basis?*

The staff and faculty at Kennedy have gone through a school-wide process of self-study and reflection. Focus groups have met together and evaluated the school in all areas of emphasis, noting areas of strength as well as areas in need of improvement. A new action plan has been developed to address the current needs of the school. These needs include closing the achievement gap, improving parental involvement, and increasing conflict resolution skills in students. Future faculty meetings will be geared toward meeting the goals of the action plan, with an emphasis on collaboration to improve student achievement.

In speaking with members of the faculty and administration, it is clear that most members of the staff are willing to participate in the implementation of the school action plan, but some teachers are resistant to changing their current practices to meet the needs of the school. The administration will continue to work to foster a collaborative environment in which all staff members can contribute to the improvement of the school as a whole.

b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

Each Friday, students are released from school at 12:30 p.m. The remainder of the afternoon is designated for staff development. Staff development is focused on three main areas: instructional technology, implementation of the action plan and departmental collaboration.

Training in instructional technology has focused on improving instruction and increasing communication with parents and the community through such topics as parent e-mails, teacher websites, interactive whiteboards, use of tablet computers, projectors and other classroom technology.

Implementation of the action plan has, thus far, been focused on the self-study process and revision of the action plan to meet current needs. In the future, the focus will be on addressing the goals of the action plan.

Departmental time will be given to developing common curricula and pacing in all departments to meet core standards, development of common assessments and improvement of instruction based on data taken from these assessments.

c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

A new action plan has been developed to address the current needs of the school. These needs include closing the achievement gap, improving parental involvement and increasing conflict resolution skills in students. With few exceptions, staff members are committed to implementing the action plan.

The Visiting Team recommends that the action plan be expanded to include specific information regarding steps that will be taken, timelines for completion, persons responsible, resources needed and means for measuring and reporting progress.

d) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team feels that the school has made great strides in improving the overall environment. Teachers have noticed a great improvement in their work environment in the years that the current administration has been at Kennedy. The Visiting Team expects that this environment will bring about continued progress and improvement of the school as a whole.

e) *What significant progress has been made in implementing the original action plan since the last full visit?*

The school has made improvements in all areas of the original action plan. CRT scores have increased in the last few years in both math and language arts. The school has improved and increased the use of technology in the classroom through the use of projectors, interactive whiteboards, teacher websites, etc. Communication with parents has improved, and a parent center has been opened to improve parent access to the school. The school climate has been greatly improved through the use of school-wide discipline and incentive programs.

f) *What significant progress has the school made to address the major recommendations of the previous Visiting Team and/or review team?*

No evidence was found to show development of rubrics to measure the implementation of the DRSLs. Departments did come up with activities to teach the DRSLs in the classroom, but this seemed limited to a few specific activities rather than a continuous effort to explicitly teach them.

Shortly after the last accreditation visit, training was given to teachers on how to effectively use the longer block periods. Since that time, there has been little else done to help teachers in that area. The Visiting Team recommends that there be an ongoing effort to help teachers make effective use of the block schedule.

It appears that there has been an improvement in communication between administration and department heads. Future efforts should go toward building a collaborative environment among all staff members.

CHAPTER 5: COMMUNITY BUILDING

a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team has found the following evidence: Friday afternoons are used to promote community building. There is a rotating schedule that follows this sequence: The first Friday each month is a departmental meeting, the second Friday is a professional development meeting, the third Friday is a faculty meeting, the fourth Friday is technology training. There is ample opportunity for communication, collaboration and the building of relationships. All teachers have more than sufficient individual preparation time, making these Friday opportunities extremely valuable and giving the school great potential for growth. However, these meetings and training opportunities do not appear to be used as effectively as they could be. Additionally, some departments seem to be collaborating very effectively, while others are not.

The Visiting Team has also noted the many opportunities available to the students at Kennedy Junior High. The after-school program sponsored by Youth Services is a great program. Before- and after-school tutoring is provided by Kennedy Junior High teachers. Various athletic teams are fielded and coached. There are other community-building programs such as art shows, Everyday Heroes, MESA, SBOs, Round Table, awards assemblies, and even a teacher band that performs for the students at various times.

b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The Visiting Team has noted the following: The school administration has made great efforts to make the school community a safer and more secure place for all students. For the 2008-09 school year, there were 152 fights and 75 documented incidents of bullying. In 2009-10, there were 64 fights and 42 incidents of bullying, in 2010-11, so far there have been only six fights and 19 incidents of bullying. An aggressive policy regarding tardies and attendance has had a similar impact in those areas. These efforts by the administration, and the support the faculty has given these efforts, have improved the community through solid, effective collaboration.

The dress code in force at Kennedy Junior High is a great asset with regard to community building. Students are placed on a level playing field and have fewer negative social pressures to deal with. Discipline problems are most likely reduced because of the dress code and the fact that it is adequately enforced.

The AVID and Quest programs are also evidence of strong support by the school community for the students served in those programs. These programs are well organized and have proven to be successful for that group of students.

The students at Kennedy Junior High have been observed to be orderly and respectful in the hallways and cafeteria. This is further evidence of effective collaboration among the full school faculty.

Some effective business partnerships have been fostered by the school. American Express and USANA both provide valuable resources that enhance and the support the school community.

The Visiting Team has learned that the Special Education Department at KJH has taken the following positive actions: IEP meetings are conducted during advisory periods, and the Special Ed Department provides a paraprofessional to cover the regular ed class while the teacher attends the IEP.

Overall, teachers report that they have the support of school administration. They feel that the school is headed in the right direction and that things have definitely improved in recent years.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

Each year, the school conducts a school climate survey. In 2009-2010, 65 percent of parents completed the survey. According to school administration, the results of this survey have been very positive over the past few years. They make the effort to use survey data and make school improvements where needed.

The Community Council, while relatively small, is very involved. Members have conducted their own surveys to determine how to allocate Land Trust funds. They are also involved with the parent dress code committee, which votes on the dress code every three years.

PTA committee meetings are held during various lunch hours to make meetings accessible to more parents. PTA members have access to the school leadership.

Kennedy Junior High has established focus groups to prepare the accreditation self-study. Each group includes faculty members, students and at least two parents. Most of the focus groups have met twice. These groups have begun the important process of self-assessment necessary for true school improvement to occur. However, the process must continue and needs refinement.

*d) How are results of school improvement identified, documented, used and communicated to **all** stakeholders?*

The counselors at Kennedy Junior High meet with all students and parents annually. These meetings are done individually. CRT scores are reviewed with the students and their parents. In 2009-2010, 90 percent of all parents attended at least one such meeting.

The results of the CRTs are analyzed by the counselors, and students are then selected for the receipt of support services such as a reading intervention class. It is the assumption of the school administration that individual teachers are examining the CRT scores of their students to refine and direct their own teaching practices. However, there is no evidence to indicate that this is occurring, or what the quality may be of such efforts. It is unclear how much department-level collaboration or analysis of student achievement data is taking place. Efforts to improve accurate and consistent data collection and analysis and to allow student performance data to guide planning and instruction are strongly encouraged.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the positive school atmosphere, the clean facility and grounds, and the school pride of which these are evidence.
- The Visiting Team commends the positive student behavior, in and out of the classroom.
- The Visiting Team commends the efforts to decrease tardies and improve attendance.
- The Visiting Team commends the school's improved community outreach, including student support programs, student interventions and youth services.
- The Visiting Team commends continued stakeholder support and support by business partnerships.
- The Visiting Team commends Kennedy Junior High's responsive administration and its strong counseling department.
- The Visiting Team commends the teachers who have implemented the DRSLs into their curriculum and achieved a data-driven curriculum that focuses on student achievement.

Recommendations:

- The Visiting Team recommends Kennedy Junior High work to create a school-wide assessment rubric with indicators to measure DRSL implementation within instructional methodology and within the school's culture.

- The Visiting Team recommends that the school assess the effectiveness of the Advisory program to ensure that it is focused on student achievement and academic support within all classes.

- The Visiting Team recommends that Kennedy Junior High collect, analyze and use data to drive instruction and professional development.

- The Visiting Team recommends that the administration and faculty work to ensure that the State Core Curriculum is aligned with all subject areas.

- The Visiting Team recommends that the school work toward improved department level collaboration and focus on the following:
    - Student achievement
    - Common curricula
    - Common assessments
    - Best practices