



**John F. Kennedy
School Improvement
Plan Presentation
2023-2024**



Who We Are

We are the Kennedy Tigers! Our "Tiger Habits" frame how we work and learn together.

T is for teamwork. This is critical for all we do.

I is for Integrity. Without it where is the fidelity.

G is for growth mindset. Always working to improve even when it is hard.

E is for empathy. Knowing how to be there and understand one another.

R is for respect. Without that we will be challenged to accomplish our goals.



Impact, Innovation & Relationships

This continues to be part of the mission at the Kennedy.

- We know everything we do has **impact**.
- **Innovation** is key to learning and growing.
- **Relationships** foster the environment to do that learning and growing.

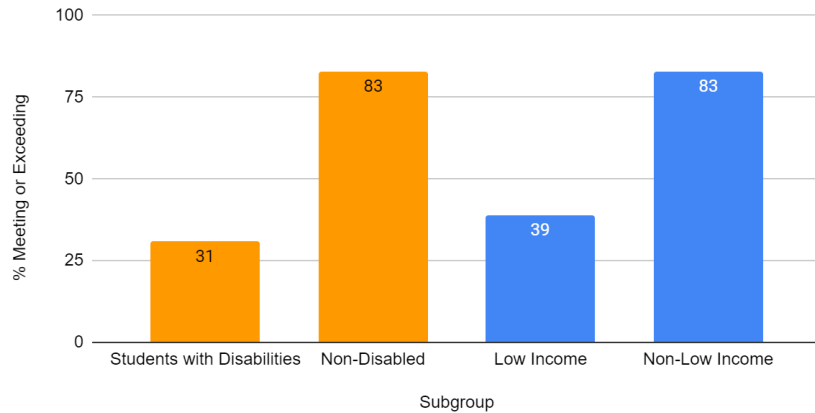


Focus Area: Academics

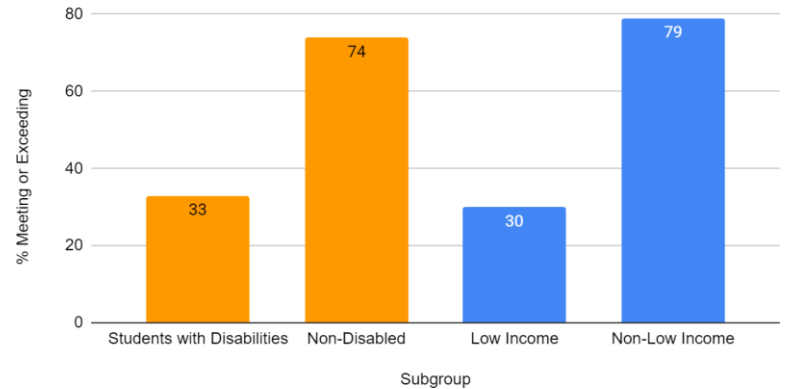


MCAS Results

2022 ELA MCAS
% Meeting or Exceeding vs. Subgroup



2022 Math MCAS
% Meeting or Exceeding vs. Subgroup

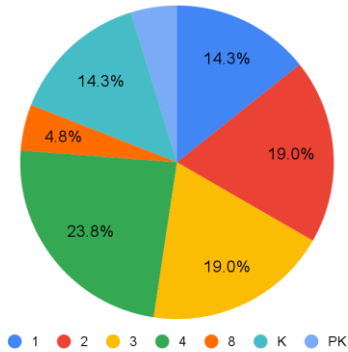




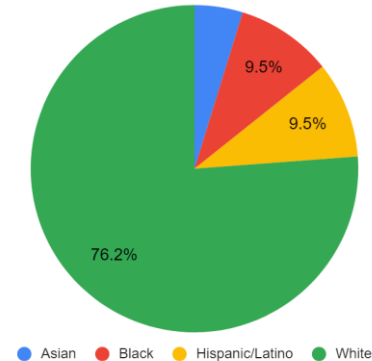
MTSS Data

21 students have been brought to the MTSS team with 4 school-based special education referrals

% of MTSS Referrals by Grade



% of MTSS Referrals by Race/Ethnicity





MTSS Data

21 students have been brought to the MTSS team

Race/Ethnicity	% of MTSS Referrals	% of School
Asian	4.8%	6.3%
African American	9.5%	4.2%
Hispanic	9.5%	13.4%
White	76.2%	67.6%



Action Steps

1. Review and modify the meetings that are an important part of the MTSS framework.
2. Ensuring Data being collected reflects the targeted needs of students and is being used to formulate student centered goals and in turn supports approaches to improve outcomes.
3. Student support team weekly meetings to identify students needing support around three targeted areas: Attendance, Discipline and Social emotional support. Identifying a key point-person and targeted action step with identified follow up to monitor progress.
4. Professional development that focuses on teaching all students. Strategies this year surround behavior and impact on learning.
5. Equity team's work on what inclusion means. What are the barriers to inclusion? What are the staff needs around professional development in this area?



Progress Measurement

1. 80% Growth in teachers coming to the MTSS process with data showing appropriate tier 1 and tier 2 data supporting student learning and growth
2. 90% increase in teachers using the MTSS process to specifically talk about student need and growth
3. 45% increase in overall performance level on Spring MCAS year 2023 and year 2024 for differently abled students and low income students.



Focus Area: Equity

Conduct Numbers



Category	SY23	SY24
Emergency Removal	4	8
In-School Suspension	3	1
Suspension Out of School	2	5
Loss of Privileges	1	0

Conduct Demographics



Demographic	% SY23	% SY24	% of School
Black	30%	35.7%	4.2%
White	60%	64.3%	67.6%
Latinx	10%	0%	13.4%
IEP	90%	71.4%	20.5%



Equity

What is important to the Kennedy school in terms of equity?

- Professional development continues in year two for teaching all students. The focus for this year is how behavior impacts learning.
- The Equity team is examining what inclusion means and what supports are needed for staff around this.
- Supporting our middle school students around this work and providing them with coaching and resources. This will need to include families/caregivers.
- Our general education adjustment counselor for middle school is also our equity specialist for the school.



Focus Area: Social Emotional/ Wellness



Attendance

School Year	Attendance Rate
2023-2024*	95.7%
2022-2023	93.8%
2021-2022	93.8%
2020-2021	95.9%
2019-2020	95.7%
2018-2019	95.9%

* as of January 2024



Counselors

Middle School General education adjustment counselor
(added SY23)

- 38 students for individual counseling support per week
- 46 students for group work
- Weekly educator/staff consults
- Weekly phone calls to families
- Weekly Second Step lessons
- Weekly clinical team collaboration
- 9 504 students monitored and supported
- Check-in supports



Social Emotional

- Continued focus on Attendance and tardiness.
- Second Step 2.0
- Restorative practices and why they matter.
- Providing more opportunities for restorative practices in lieu of suspensions.
- Increased redirect support to also increase curriculum leader support.
- Streamlined behavioral interventions that work in conjunction with family/caregivers.



Final Thoughts



Final Thoughts

- Celebrating our Blue Ribbon Designation
- Continuing our work on Academic excellence and alignment with other schools.
- Our continued commitment to diversity and inclusion
- The importance of our specialized programming and their success.

Thank you to the school committee, the superintendent, the district and all the stakeholders for helping to make the Kennedy the wonderful place it is today. We will continue to strive to be what this community needs!



Academics

2023 MCAS Data

2023-2024 MTSS Data

Why is a strong MTSS framework important?

Strengthening Data Collection and
Research based interventions.

Equity



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