



John F. Kennedy

2025-2027 School Improvement Plan

TIGER HABITS



Our tiger habits for the community include:

Teamwork

Integrity

Growth mindset

Empathy

Respect



Mission, Vision, and Values

Vision: Our focus is to continue to grow as a truly collaborative school where student learning growth is everyone's responsibility and focus - administration, teachers, support staff, paraprofessionals, counselors, parent liaison, families/caregivers, custodial staff, kitchen staff, and ***most importantly*** the students themselves.

Mission: The John F. Kennedy School (***The Kennedy Tigers***) is driven by the goal of providing all students with academic, social, and emotional experiences necessary for future success in a positive learning environment that embodies equity, innovation, inclusion, passion, and active participation from all stakeholders - students, staff, families, and the community.

Core Values: Impact, Innovation and Relationships



Goal 1 Academic Excellence

By June 2027, we will have increased staff's capacity to implement tier 2 interventions, such as small group instruction and appropriate scaffolding, to help identify academic entry points for all students, and particularly students with disabilities.

- **MCAS Data:** The percentage of students on IEPs meeting or exceeding expectations was 28% in ELA (SGP 42.1), 24% in Math (SGP 46.6), and 44% in Science.
- **i-Ready data for whole school:** 24% of students are at least one grade level below in ELA, and 38% are below grade level in Math. Among students on IEPs (47 tested), 60% are below grade level in ELA, and 83% are below grade level in Math.

Alignment to the strategic plan: Encouraging a strengths-based mindset, promoting equitable outcomes, and enable targeted supports based on need by focusing on quality curriculum, instructional rigor, multi-tiered systems of support (MTSS) and engaging learning opportunities, with an emphasis on strengthening supports for multilingual learners and special education students.



Action Steps and Outcomes for Goal 1

Action Steps

- 1.1 Collaborate with the instructional leadership team to develop effective practices (e.g., group work, student feedback).
- 1.2 Plan professional development to equip staff with strategies that support students' academic progress and build staff capacity (e.g., effectively implementing group work and utilizing X-block to support all students).
- 1.3 Evaluate the impact of strategies using a tiered fidelity inventory.
- 1.4 Conduct staff and student surveys on the effectiveness of strategies, ideally twice a year.

Outcomes

- 1.1 Establish a higher standard for data use in referrals to the Child Study Team.
- 1.2 Improve MCAS proficiency levels by 10% and Student Growth Percentile to at least an average of 50.
- 1.3 Increase the percentage of students meeting or exceeding benchmarks in i-Ready data.
- 1.4 Improve DIBELS data by increasing the number of students moving out of intensive and strategic support into the Core level.
- 1.5 Staff conditions for learning questions pertaining to be supported in professional development and administrative support. Presently 75% agree or strongly agree. The goal is to increase at least 10%
- 1.6 student conditions for learning questions (teacher addresses my need) presently 77% agree or strongly agree. The goal again is to increase by at least 10%



Goal 2 Equity and Access

By June 2027, through the use of identified best practices (e.g. focused counseling, behavior support plans, reinforcement systems, exposure to varied forms of assessments) our students in specialized programming will display increased confidence and stamina leading to more positive academic and behavioral outcomes.

MCAS: There were no students in specialized programs meeting or exceeding on the ELA, Math, and Science MCAS.

- Math: Average SGP – 31.2, Average Scaled Score – 453
- ELA: Average SGP – 25.8, Average Scaled Score – 448

i-Ready Data: No students in specialized programs are at or above grade level in ELA and Math.

Alignment to strategic plan: All students deserve opportunities to achieve academic excellence. Programming will support students and teachers will be provided with professional development to support this.



Action Steps and Outcomes for Goal 2

Action Steps

- 2.1 Continue work with the Triumph Center to provide support for staff around intervention and data collection.
- 2.2 Continue to seek out support from special education department including bi-weekly check ins to keep staff up to date on latest interventions and strategies. (eg. use of online independent skill building, and utilizing i-Ready data to inform practice)
- 2.3 Professional development for teachers to ensure students have specialized instruction that meets the needs of their students. (e.g., academic differentiation; an increase in opportunities for inclusion and test taking skills.

Outcomes

- 2.1 Increase the percentage of students in specialized programs meeting and exceeding on the ELA, Math, and Science MCAS from 0% to 20%.
- 2.2 Identify % of students in specialized programs one or more grade levels below on the i-Ready assessment and increase by one grade level.
- 2.3 Increase the time students take the i-Ready math and ELA assessment, or eliminating rush flags for all students.
- 2.4 Demonstration of students in specialized programs meeting IEP goals or making significant progress towards meeting goals.
- 2.5 Increase progress towards behavioral goals. This can increase successful inclusion opportunities.
- 2.6 Increase students in core on the DIBELS to 25% of students.



Goal 3 Wellness and Joy

By June 2027, we will build staff capacity to implement evidence-based SEL curriculum and practices to reduce student office referrals by 25% of the previous year.

Office Referral Data:

- 24 incidences of disruptive behavior
- 18 incidences documented of refusal to follow directions
- 13 incidences of physical aggression.

All of these incidences potentially keep students from being in the classroom and accessing curriculum and building relationships to support learning.

Alignment to strategic plan: Strengthen implementation of evidenced-based and culturally responsive social and emotional PK-12 curriculum.



Action Steps and Outcomes for Goal 3

Action Steps

- 3.1 Support from the SEL specialist for the school
- 3.2 Continued check ins to ensure that Second Step and Restorative Justice is able to be implemented.
- 3.3 Continued Restorative Justice and Second Step training and support
- 3.4 PD around SEL behavioral interventions, including restorative justice practices and maximizing the potential of Second Step.
- 3.3 Staff survey regarding impact of SEL practices.

Outcomes

- 3.1 Reduction in Office referrals/walkie talkie calls
- 3.2 Reduction in emergency removals, in-school suspensions and out of school suspensions. Presently at 3 suspensions and 12 emergency removals reducing to 0 suspensions and 8 emergency removals.
- 3.3 Increased seat time for students based upon office referrals.
- 3.4 Analysis of student insights and Open Architects data showing a decrease in behavioral incidences.

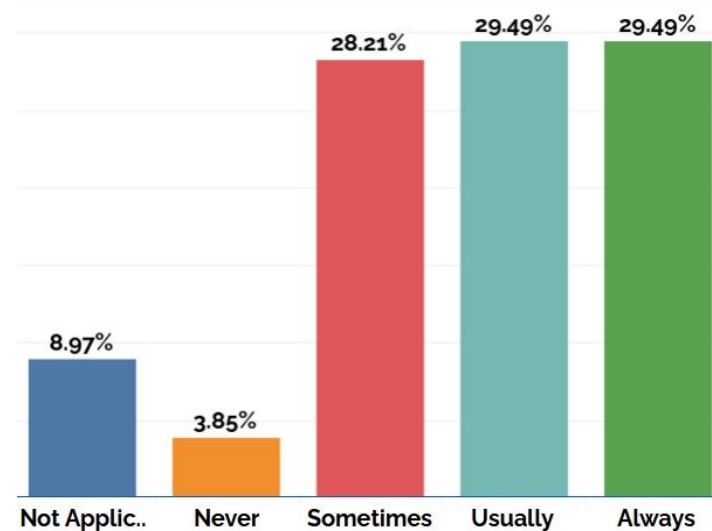


Goal 4 Family & Community Engagement

By June 2027, implement a structured family engagement program that equips families with the knowledge and skills to support their children's education

The school gives me clear information about how I can support my child's academic progress.

Alignment to strategic plan:
Strengthen family and community engagement to ensure students thrive.





Action Steps and Outcomes for Goal

4 Action Steps

- 4.1 Strategize with Site Council, parent liaison and PTA.
- 4.2 Meet with teachers regarding planning training sessions.
- 4.3 Implement training sessions, hosting at least two math and literacy training sessions per year.

Outcomes

- 4.1 Based on the Conditions for Learning Survey, increase the percentage of families that feel they have clear information in supporting their student's learning by at least 25%.
- 4.2 Quick surveys/feedback from families after each math and literacy training session. At least 75% of participants in training sessions completing survey to inform future sessions.



Conclusion, acknowledgements, etc

In the pursuit of academic excellence for all students, the Kennedy school actively seeks to understand the community and its needs.. We have identified goals that can make a difference in supporting students in their educational experience. Thank you to the School Committee, the Superintendent and central office and to the staff, families and students of the Kennedy.