

**JFK**  
**School Improvement Plan**  
**2023 - 2024**



## JFK School Council Members

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Amy DiBattista	Parent/Guardian
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## 2023-24 Priority #1: Teaching, Learning and Leading for All

**Objective:** To create rigorous, relevant, and culturally and linguistically responsive learning experiences so the K-5 journey supports student development and prepares every student for their future.

**Focus and Rationale:** Public education exists not only within the context of our local Canton community but also within the larger context of our global society. As the world experiences rapid and dramatic changes in technology, the economy, and society, the traditional paradigm of teaching and learning is also changing. More than ever, we must teach our students to collaborate skillfully, to maintain a growth mindset, and to seek and make use of new knowledge. Educational excellence is our expectation that every student will demonstrate high levels of growth and achievement. We foster educational excellence through high-quality teaching, learning and leading, strong systems of support and enrichment, and aligned, culturally and linguistically responsive curricula.

**Theory of Action:** If we engage in comprehensive data analysis and intentional and high quality instructional design and the creation of learning experiences that meet students where they are at to bring them to where they need to be based on a rigorous grade level curriculum, we will improve learning outcomes for all students.

**Goal:** By June 2024, at the JFK, students in the lowest performing quartile will increase their performance on the ELA MCAS to 25% of student meeting and exceeding expectations and the percentage of all students meeting or exceeding expectations will increase by 3-5% overall.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
All general and special education teachers will support students by focusing on writing in English Language Arts across all content areas.	Administration, Academic Leadership Team, Instructional Resource Specialists, Classroom Teachers & Special Educators	2023 - 2026	<ul style="list-style-type: none"><li>-Increase ELA percentages for Meeting and Exceeding expectations by 3-5%. Currently at 55%.</li><li>-Increase in ELA percentages for Meeting and Exceeding expectations to 25% for students in the lowest performing quartile.</li><li>-As a school we will aim to earn half the total points available on the writing portion of the ELA MCAS.</li><li>-This year students will increase their open response points by 20% by improving their writing skills in either the area of idea development or conventions.</li></ul>
Classroom teachers will use STAR Assessment data to meet the differentiated needs of students in order to inform instructional practices leading to increased student achievement.	Administration, Academic Leadership Team, Curriculum Specialists & Classroom Teachers	October 2022- March 2023	<ul style="list-style-type: none"><li>- The ELA Percentile Rank on the Star Assessment will increase by 5%.</li></ul>

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**Theory of Action:** If we create a culture of reflective practice and continuous learning for staff to ensure consistent high-quality teaching, learning and leading experiences for every student, we will disrupt inequitable student experiences.

**Goal:** By June 2024, John F. Kennedy School will ensure consistent high quality teaching, learning and leading experiences for every student to disrupt inequitable student experiences, as evidenced by an increase in reflective practice and continuous learning for staff.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Raise staff awareness about seeing their daily practices through a diverse and equitable lens	Administration & Staff	Ongoing 2023-2024	<ul style="list-style-type: none"> <li>-Introduction of an instructional materials evaluation tool</li> <li>-Pilot the use of the tool to review supplemental curriculum used (read alouds, classroom materials)</li> </ul>
All general and special education teachers supporting students in general education classrooms will participate in at least one round of job-embedded professional inquiry, reflection, and learning in both literacy and math	Administration, Academic Leadership Team, Instructional Resource Specialists & Classroom Teachers	2023 - 2025	<ul style="list-style-type: none"> <li>-Educators will work with Literacy and Math Instructional Resources Specialists as colleagues who are specialists in their content area</li> <li>-Greater access to embedded support within the general education classroom</li> <li>-Data informed instructional planning &amp; strategies/cycles to help close the achievement gap</li> <li>-Observation and feedback</li> <li>-List of IRS supports employed</li> </ul>
Continue to implement high impact academic structures (i.e., Academic Leadership Team, Instructional Leadership Team), and Professional Development	Teachers, Content Specialists, PreK-5 Coordinators, Assistant Principal, Principal	September 2023 - June 2025	<ul style="list-style-type: none"> <li>- Development of teacher instructional practices as observed in observation and feedback cycles</li> <li>- Job embedded PD in ELA/Writing &amp; Math</li> <li>- Instructional Walkthroughs</li> <li>- Data analysis of student growth and achievement</li> </ul>

**2023-24 Priority #2: Communications and Community Engagement**

**Objective:** To develop effective communication, engagement, and partnerships between home, school, and community

**Focus and Rationale:** Strong and culturally and linguistically responsive family, community and school partnerships foster a sense of belonging that supports the mission of the Canton Public Schools.

**Theory of Action:** If we develop family-focused approaches to sharing academic and SEL content, then we will see an increase in two-way communication with caregivers, leading to improved sense of belonging and student success.

**Goal:** By June 2024, John F. Kennedy School will see an increase in family engagement in home-school connection and opportunities to support student growth, as evidenced by a 10% increase in responses on the JFK SEL Committee survey indicating they understand what social-emotional supports are available for their child(ren).

<b>Key Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Anticipated Indicators of Progress/Measurement</b>
Engage families in learning about school behavior expectations and social and emotional supports available to build positive relationships and connections at school	Administration, Teachers, Social Emotional Learning Committee	Winter 2024	-SEL Committee survey -Family "coffee's", forums based on topics, & monthly SEL topic in the JFK s'more -70% of respondents Agree/Strongly Agree on a JFK SEL survey that they understand what SEL supports exist
Engage families in learning about curriculum programs and initiatives	Administration, Academic Leadership Team, Instructional Resource Specialists	Winter/Spring 2024	- Family academic learning nights/opportunities - Positive participation in surveys - Home-school connection opportunities

**2023-24 Priority #3: Safe, Inclusive and Equitable Environments**

**Objective:** To create and sustain a school climate and culture that supports a rich educational environment for all students and staff.

**Focus and Rationale:** As student learning is inextricably linked to a school’s social environment, adults have a collective responsibility to build a positive climate and culture in all of our schools. We must pay careful attention to, model, and provide explicit instruction in the social-emotional skills that contribute to a healthy climate and culture and support overall student well-being. Effective and clear communication is at the center of creating a strong school environment.

**Theory of Action:** If we develop proactive and systematic approaches for overall student needs, then we will see student behavior and school culture improve.

**Goal:** By June 2024, 100% of classroom teachers at the JFK will implement a Tier 1 social emotional learning (SEL) curriculum and continue to incorporate restorative practices, in conjunction with traditional, progressive measures in our accountability practices.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Build the capacity of staff to implement Restorative Justice practices.	Administration & Staff	Ongoing 2023-2024	<ul style="list-style-type: none"> <li>-Staff are trained in the components of Restorative Justice and use common language in their practices</li> <li>-Peer observation of Restorative Justice in practice in classrooms</li> <li>-Professional Development with the Restorative Justice Consultant</li> </ul>
The Social Emotional Learning (SEL) Team works to support teachers in infusing components of Wayfinder into their instruction across content areas and educating families about our SEL practices	Assistant Principal and SEL Committee (School Psychologist, School Adjustment Counselor, General Educators K-2, General Educator 3-5, Specialist)	October 2023-June 2024	<ul style="list-style-type: none"> <li>-Staff fall/spring survey to determine their confidence in their ability to manage SEL needs in their classrooms</li> <li>-Weekly SEL committee meetings</li> <li>-Observations in grade level classrooms</li> <li>-Co-teaching opportunities</li> <li>-Supporting teachers in infusing Universal Design for Learning with the SEL curriculum</li> <li>-Identify common language to be utilized across all learning environments</li> <li>-JFK family fall/spring survey</li> <li>-Family SEL forums</li> <li>-Professional learning opportunities, which includes discussion during Collaborative Time</li> </ul>