



## 2020-21 School Council

Name	Position	Term
Emily DiDonna*	Principal	Permanent
Kim Bennett*	Parent	June, 2022
Melanie Omar	Teacher	June, 2021
Maria Magazzu	Teacher	June, 2021
Stephanie Berman	Parent	June, 2022
Elizabeth Dixon	Teacher	June, 2022
Leanne Hannon	Parent	June, 2021
Ken Gaytan	Parent	June, 2022
Kim MacKay**	Teacher	June 2022

*\*Council Co-Chairs*

*\*\*Alternate Representative*

*Elections for 2020-2021 School Council were held in Fall 2020.*

# John F. Kennedy Elementary School

## Demographics

Enrollment by Race/Ethnicity (2020-21)			
Race	% of School	% of District	% of State
African American	6.9	10.8	9.3
Asian	9.9	11.5	7.2
Hispanic	6.3	5.7	22.3
Native American	0.0	0.1	0.2
White	69.5	65.3	56.7
Native Hawaiian, Pacific Islander	0.0	0.2	0.1
Multi-Race, Non-Hispanic	7.3	6.4	4.1

Enrollment by Gender (2020-21)			
	School	District	State
Male	241	1,538	467,362
Female	222	1,624	443,625
Non-Binary	0	2	478
Total	463	3,164	911,465

Enrollment by Grade (2020-21)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
<u>District</u>	24	219	241	234	221	256	250	242	283	243	213	209	265	258	6	3,164
<b>John F Kennedy</b>	0	59	81	77	82	77	87	0	0	0	0	0	0	0	0	463

Title	% of School	% of District	% of State
First Language not English	6.9	7.3	23.4
English Language Learner	2.6	2.2	10.5
Students With Disabilities	11.7	12.9	18.7
High Needs	26.3	29.5	51.0
Economically Disadvantaged	12.7	17.0	36.6

# John F. Kennedy Elementary School

## Student Learning Outcomes

Throughout the year, we have worked hard to identify student strengths, areas for growth, and potential gaps or 'unfinished learning' students may have experienced due to the conditions of the global pandemic. Across grade levels, teachers utilized formal and informal assessments along with school generated data (attendance) to gather this information and guide their instructional approach and lesson planning. This year, we also trained teachers in how to administer, interpret, and analyze STAR Benchmark Assessments for each student and this provided staff with valuable baseline performance data for the students in their classrooms.

### Star Benchmark Data

We began using the STAR Benchmark assessments in the 2020-2021 academic year. Students were assessed in Fall, Winter and Spring. The Spring (end of year) assessment window was adjusted when the MCAS testing window was changed, so end of year data is not available at this time. We will add that data in June, upon completion of the end of year benchmarks. STAR benchmarks are adjusted across the year to determine proficiency levels.

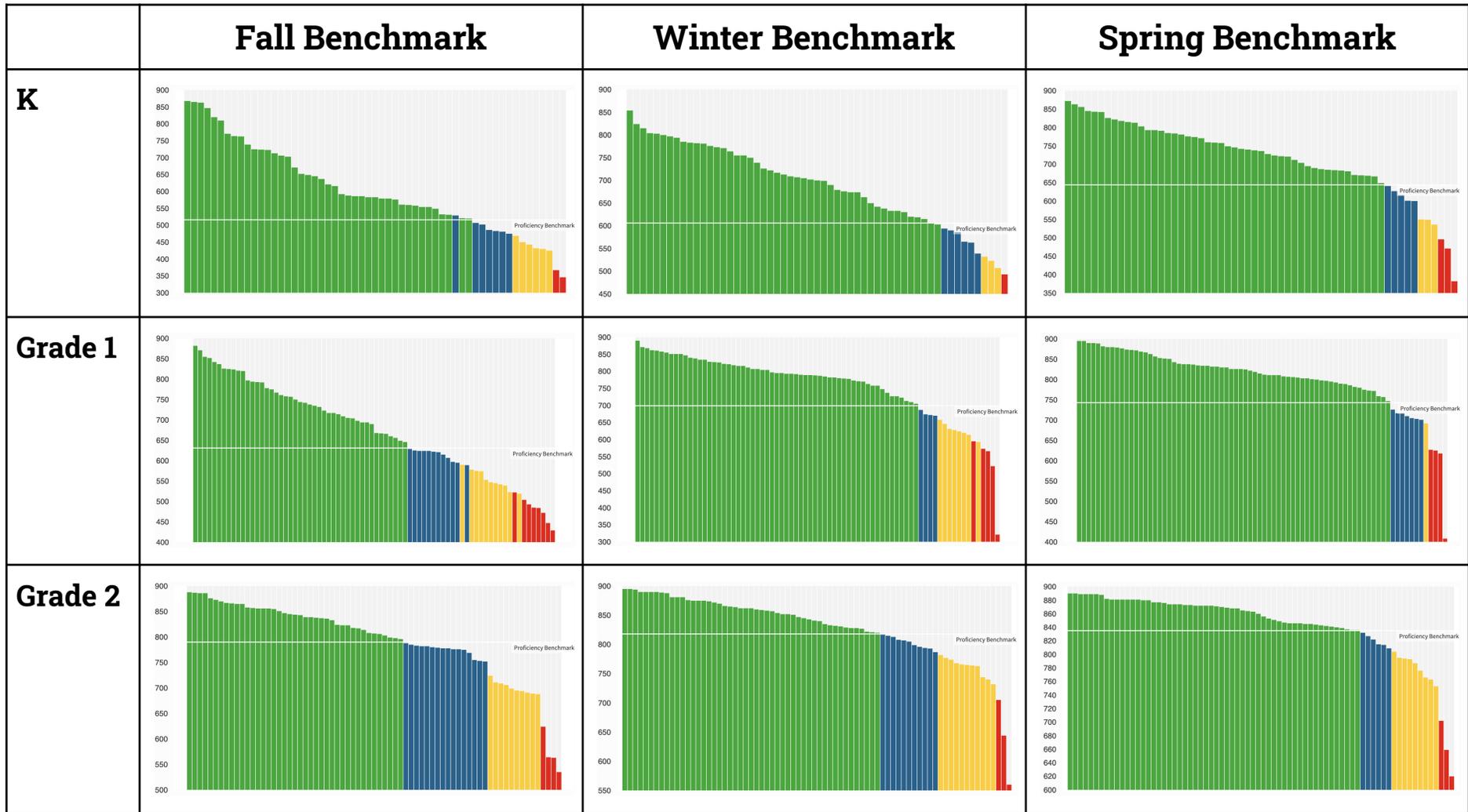
This data has been helpful in supporting positive student learning outcomes and teacher instruction in a variety of ways:

- Establish student benchmark performance in reading and math
- Provide for ongoing progress monitoring relating to student performance
- Provide teachers with student reports to guide instruction and planning
- Meet the dyslexia screen mandate

Scores are reported in four categories: Green-At/Above Benchmark, Blue-On Watch, Yellow-Intervention, and Red-Urgent Intervention. The following charts provide grade level results that show how our students performed when compared to grade level peers nationally.

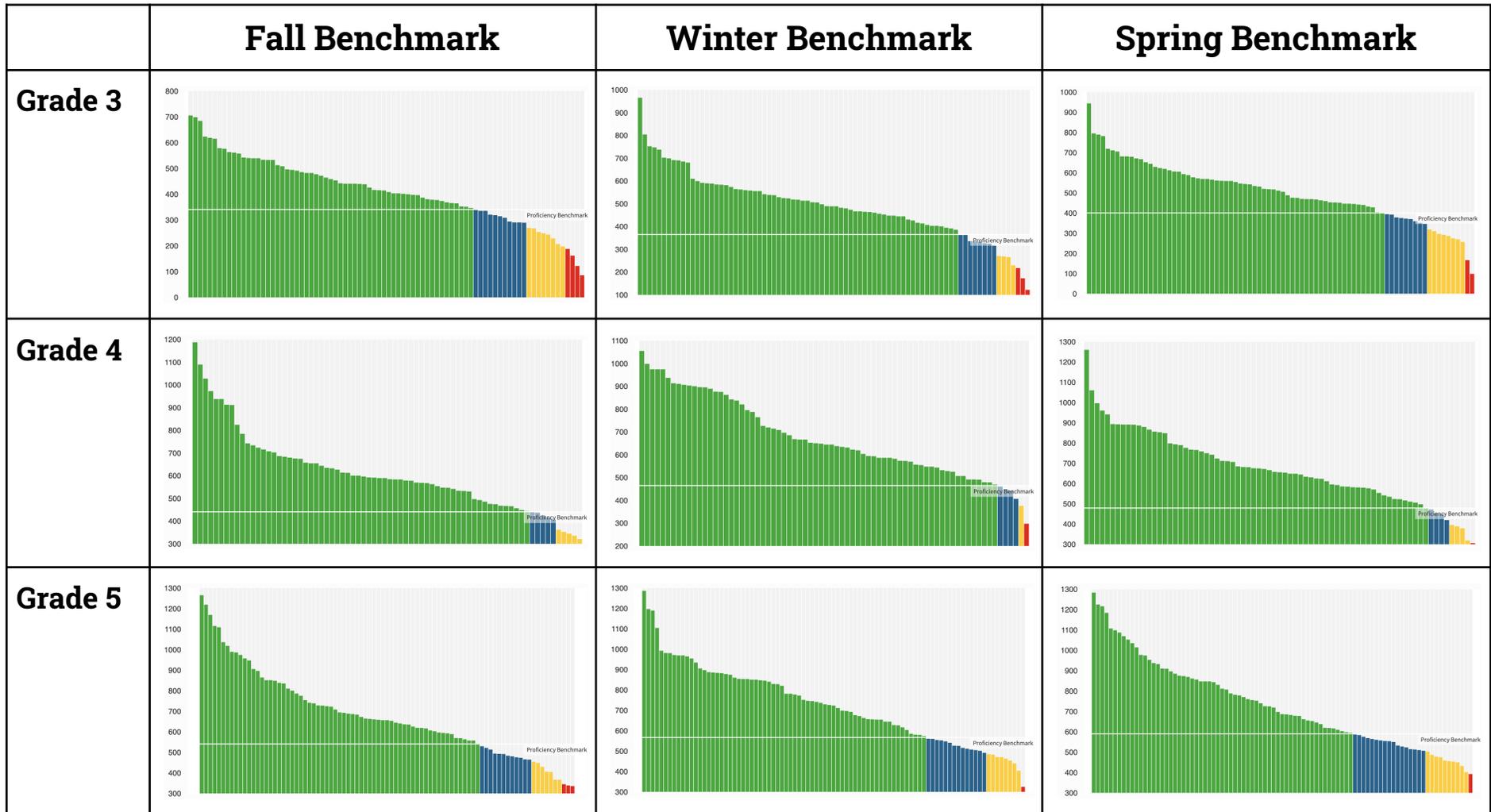
# STAR Early Literacy

The Early Literacy Assessment is given in grades K-2. Star Early Literacy measures both early literacy and early numeracy. It measures students' understanding of the alphabetic principle and print concepts, as well as their ability to identify and discriminate between letters (visual discrimination).



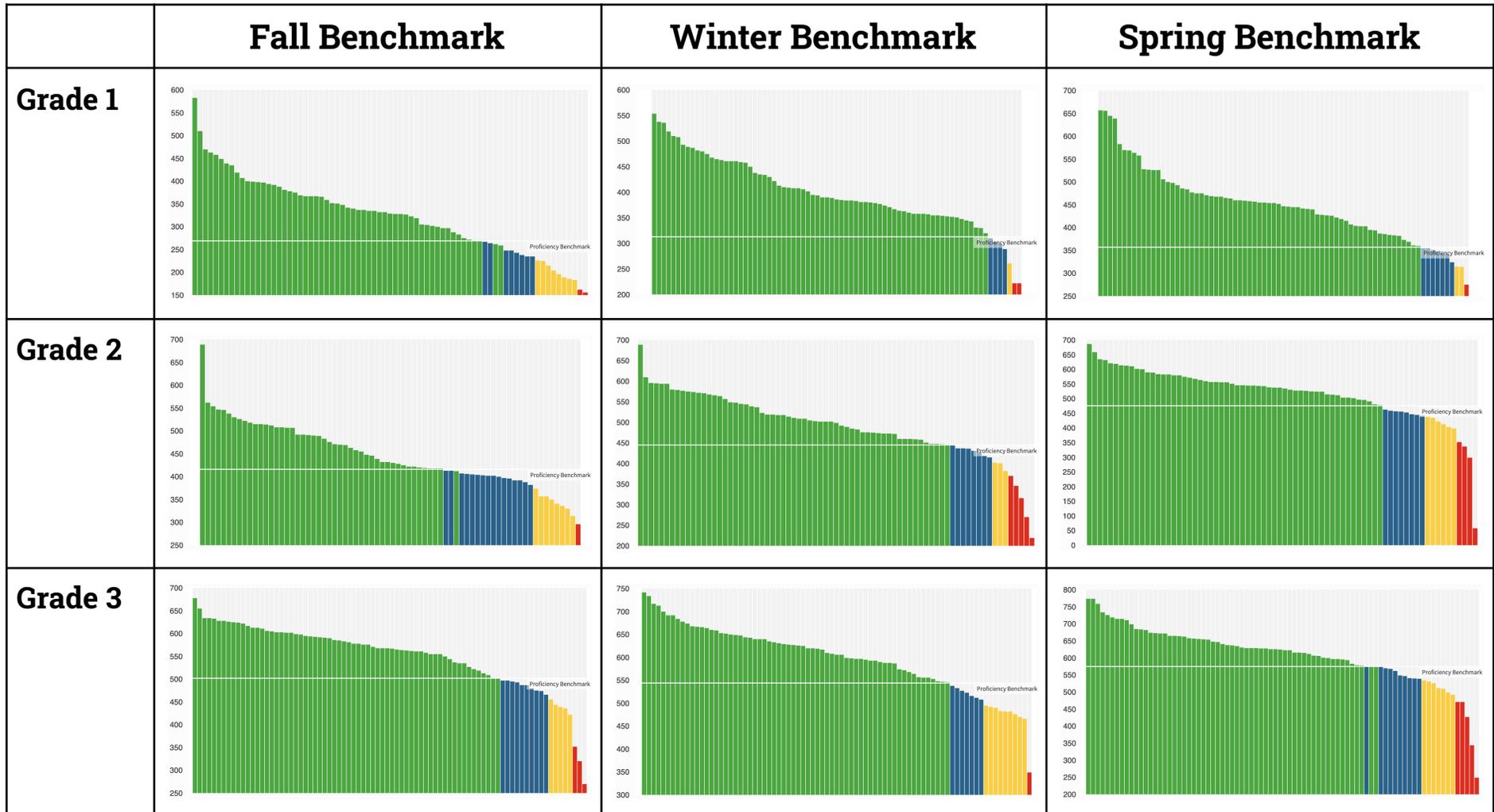
# STAR Reading

The STAR Reading assessment is given to all students in Grades 3-5. It is also given to students in Grades 1 and 2 who are probable readers based on their Early Literacy assessment. For the purposes of the end of year report, we are reporting the Grade 3-5 data.

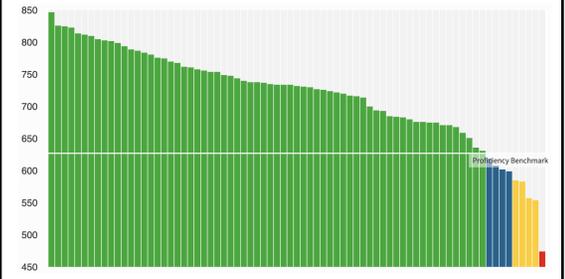
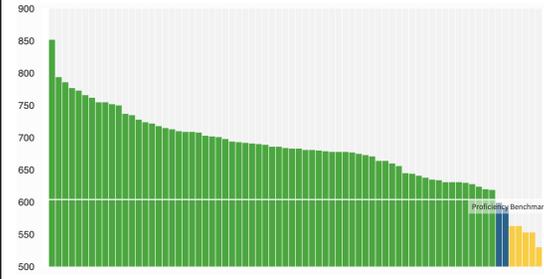
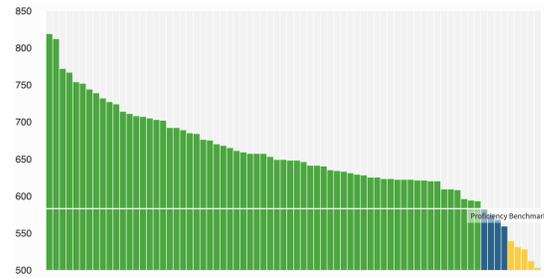


# STAR Math

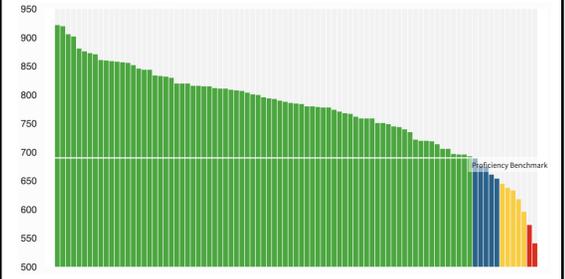
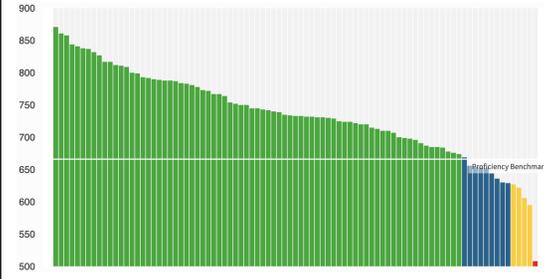
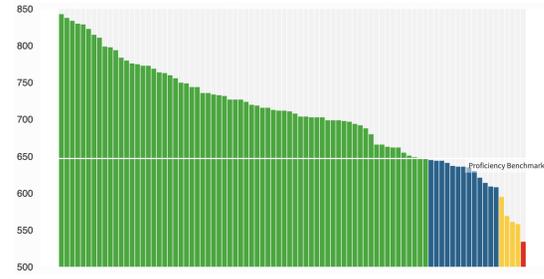
The STAR Math assessment is given in Grades 1-5.



# Grade 4

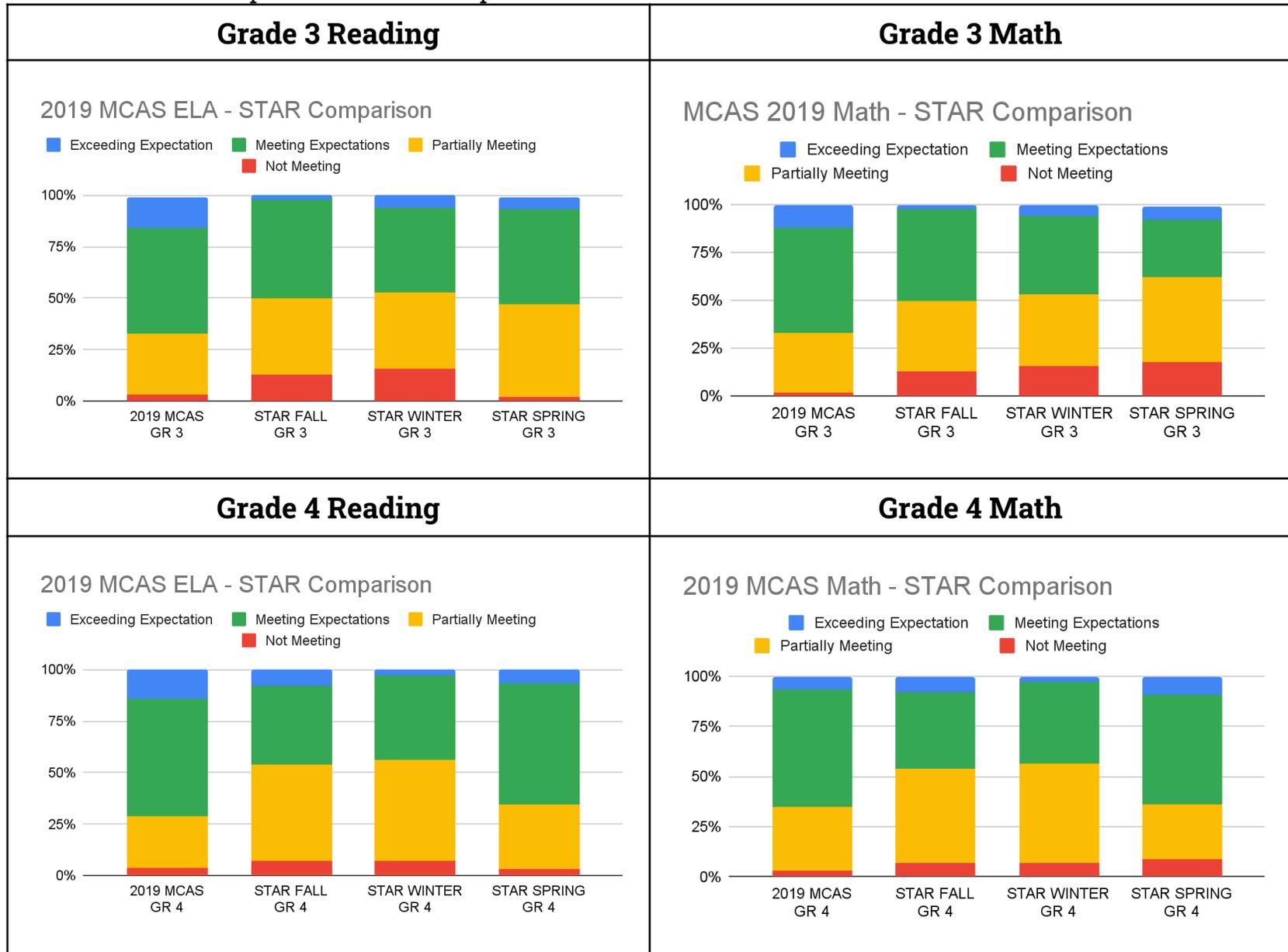


# Grade 5



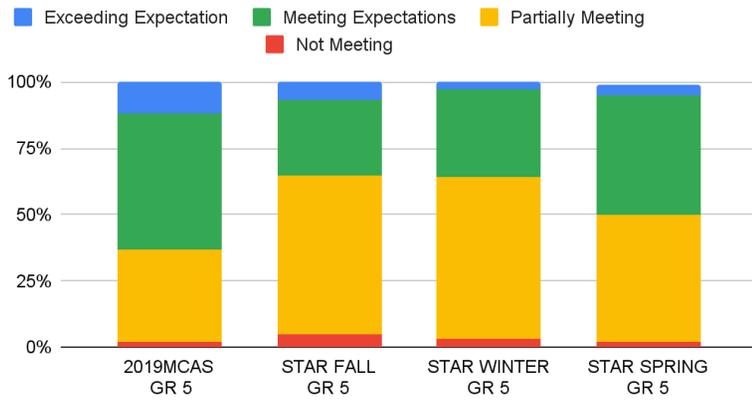
# 2019 MCAS - STAR State Benchmark Comparison

The STAR assessments also allow us to analyze results using criterion referenced data. The research is normed against state data and is predictive of MCAS performance.



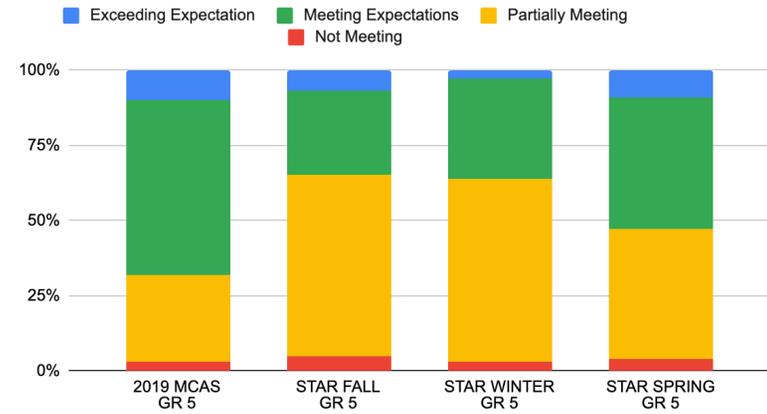
## Grade 5 Reading

2019 MCAS ELA - STAR Comparison



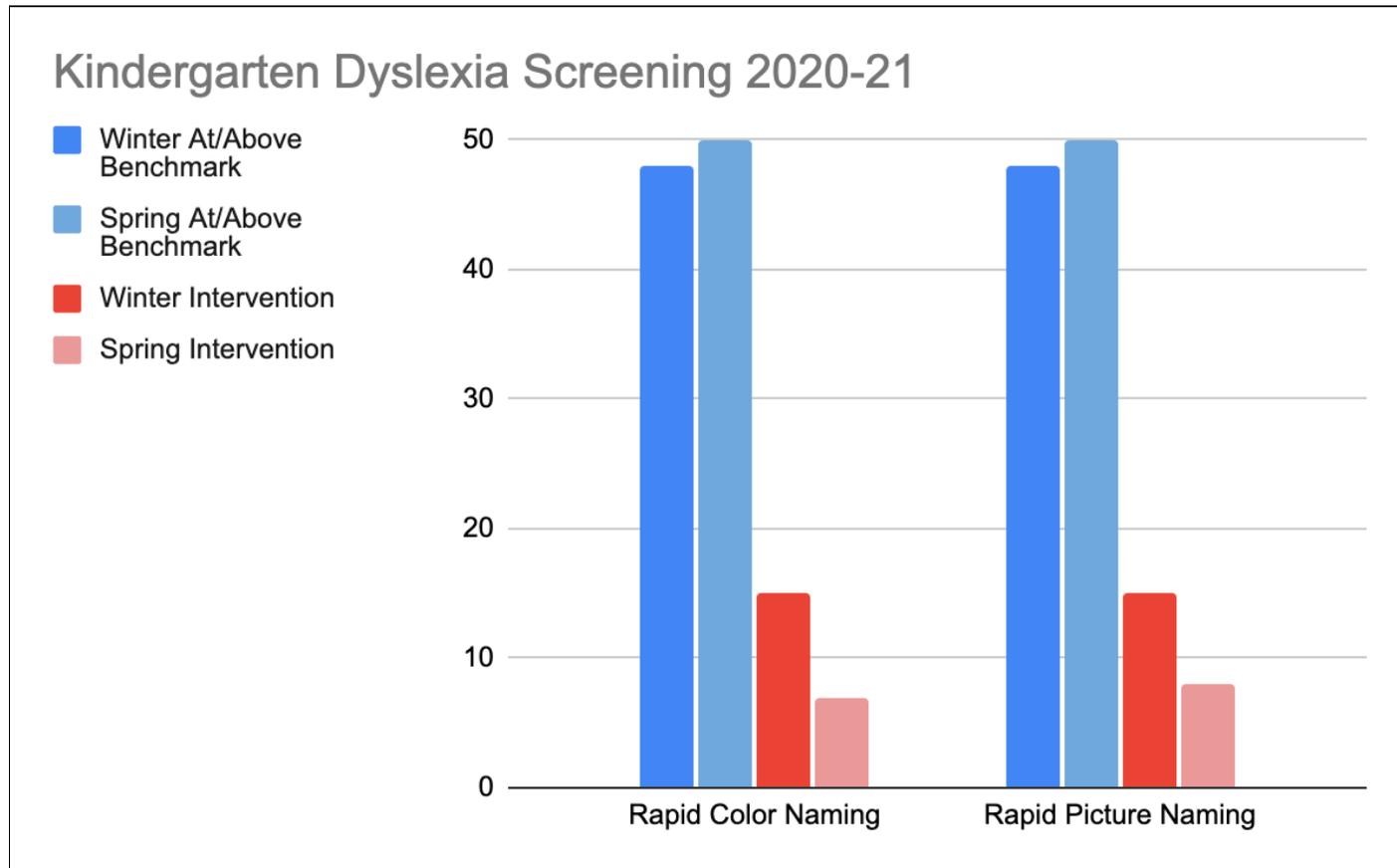
## Grade 5 Math

2019 MCAS - Math STAR Comparison



## Dyslexia Screening

Massachusetts has added an additional requirement this year for all Kindergarten students to be screened for dyslexia. We will also be screening some Grade 1 and Grade 2 students at the end of the year; this data will be updated in June following the assessment window. This screener is not diagnostic; it provides data on students who may require additional interventions in areas that are known precursors for dyslexia.



## **Academics:**

Over the course of this academic year, we have continued to set high expectations for staff and students alike when it comes to academic growth. While we certainly faced many challenges and limitations such as hybrid instruction, limited hands-on work and collaboration due to safety protocols, we continued to focus on professional development around the workshop model and new literacy curriculum, refined our practices using data to identify students who required intervention and drive individualized instruction and supports, and prioritized inclusive practices. The addition of the STAR assessment in math and ELA helped to provide common data that further supported teachers' abilities to monitor student progress.

### **ELA:**

Beginning in the summer and carrying through the school year, JFK teachers and staff had access to ongoing professional development opportunities to support their growth as practitioners of the workshop model in literacy instruction. With support and guidance from the District as well as our in-house reading specialist, those who were not early adopters of the new curriculum last year engaged in learning and practical application. Many resources were provided by the District, including curricular videos to help build teacher confidence and independence with the new model and content. In addition, a solid investment was made in phonics instruction and phonemic awareness, both critical to early literacy development.

### **Math:**

While our curriculum remained the same this year, the addition of access to various tech tools for all students and teachers helped us to better implement the math workshop. We also added digital resources, like Freckle, that enabled teachers to provide additional targeted skill practice for students based on their STAR data. Teachers and staff members were regularly supported by our in-house math specialist. Through planning support, lesson modeling and small group instruction, teachers benefited from her expertise and this was evidenced in students' conceptual and procedural understanding, along with staff comfort and efficacy in instructional delivery.

### **Specials:**

As with many other areas of school life this year, our specials program was impacted by COVID guidelines. This resulted in students focusing on one special subject a week, which inadvertently allowed for more intensive focus on each subject. Various projects emerged across content areas, and teachers were creative in how they met the need for enrichment within a COVID landscape. We are so pleased that students were able to continue to partake in specials throughout the year.

**Instructional Leadership Team:**

This year, we piloted an ILT with limited membership (principal, team chair, reading specialist and math specialist) with the intention of building our membership next year to include educators across grade levels as well as related service providers. We kept our work targeted this year in order to be responsive to the building's needs from week to week and month to month. The ILT coordinated the rollout of our newly-adopted benchmarking assessment (STAR), designed and delivered professional development for teachers and staff, identified needs around RTI and intervention and created structures to support that work, and piloted a program to train our educational assistants to increase their capacity for academic support and small group intervention work. In addition, our reading and math specialists regularly support grade level teams in their planning and implementation of curriculum.

**Intervention:**

We continue to work to improve our intervention practices, and the learning this year was intense, as teachers had to quickly learn new tech tools. Across the course of the year, they had access to many digital tools to support differentiation (ie: NewsELA, Freckle, Reading A to Z and many more). The reading and math specialists have worked diligently this year to develop trainings for our ed assistants; they have increased their capacity to work with small groups, administer screeners, and built their content knowledge in order to support intervention work across all grade levels. Our teachers have implemented STAR benchmark assessments and individual student screeners in order to track progress and identify students in need of both enrichment and support. Classroom teachers differentiate for learners at all levels, particularly through the workshop model and during flex blocks. Additionally, our content specialists provide intervention support for our students with the highest identified needs based on ongoing data analysis.

**Inclusion:**

All students at the Kennedy are supported within an inclusive environment. The collaborative nature of our work allows for general and special educators, related service providers, educational assistants and ABA tutors to partner in support of students with varying needs at all grade levels. We work to provide inclusive opportunities for our students with disabilities, who spend as much time as possible according to their needs within the general education classroom; there are also opportunities for our students with disabilities to receive targeted instruction and skills practice in small group settings as appropriate and dictated by their goals and progress. Our inclusion model benefits all students regardless of disability status, as the general education setting provides opportunities for all students to learn alongside one another.

### **Social/Emotional Learning & Support:**

We knew at the outset of this year that students would require even more social and emotional support than during an average year. Teachers and staff members prioritized the sacred routines of Morning Meeting, with each classroom focusing on community and reflection, as well as fun and peer connection. Classroom identities clearly emerged and this dedicated time set the tone for the day, allowing students an opportunity to set intentions and ready themselves for learning. Our school psychologist and speech/language pathologist continued their SEL support in classrooms and through small groups. With an eye on building skills of mindfulness, self-regulation and executive functioning, their support continues to benefit all students and especially our most vulnerable. With the creation of a Student Support Team (SST), we continued in the spirit of student support. With wide representation (principal, team chair, school psychologist, nurse, home/school interventionist and BCBA's), the SST meets weekly to discuss individual students who have been referred. Our referral process assesses the whole student, including academic performance, attendance, behavior, as well as any additional circumstances that may impact their success. Teachers are invited to partner with the SST and families are involved to various degrees, and we connect them with outside resources and supports when necessary.

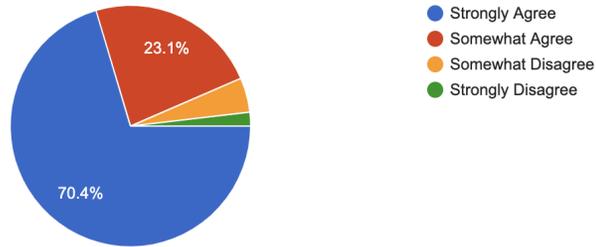
## **Student School Experience**

### **JFK Community Survey:**

In April 2021, we administered a JFK Community Survey to solicit feedback from families around their students' experiences during the course of this unique and challenging school year. We received 108 responses to a variety of questions, inclusive of families on both the Continuum and the RLP. We believe they show many strengths: 93.5% of respondents feel that JFK teachers and staff support the academic needs of their students; 92.6% of respondents believe that JFK teachers and staff support the social and emotional needs of their students; and 94.4% of respondents state their student has at least one trusted adult at the JFK. We have clearly maintained high academic expectations and conditions for learning, staff have prioritized students' social/emotional needs, and students have at least one adult that they are connected to and can rely on. The survey also unveiled some areas for growth, none of which are surprising given the limitations of a COVID landscape: 87% of respondents feel their students have had opportunities to establish or maintain peer connections; and 54.6% of respondents identify our greatest areas for growth as social/emotional learning or support and building/maintaining relationships/connections. We know that students' need for connectedness—particularly amongst their peers— and social/emotional support is and will remain critical to their success and recovery from this time during the pandemic, and the data points to our need to increase our efforts in these areas going forward.

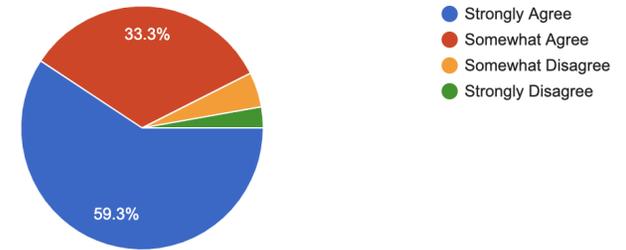
JFK teachers and staff support the academic needs of my student.

108 responses



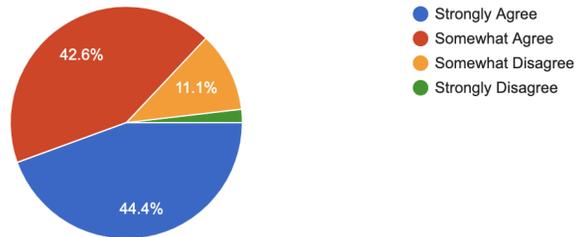
JFK teachers and staff support the social and emotional needs of my student.

108 responses



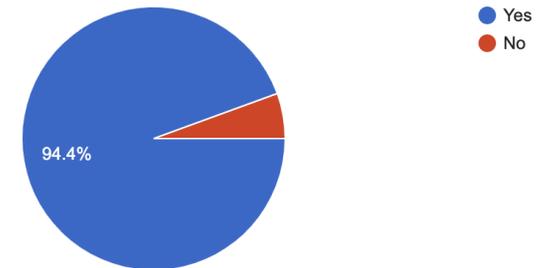
My student has opportunities to establish/maintain peer connections.

108 responses



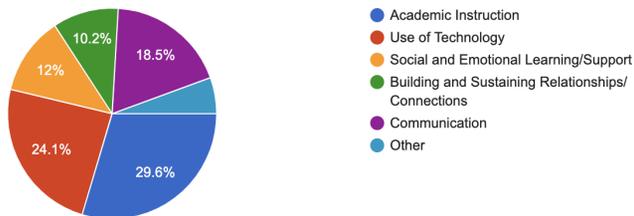
My student has at least one trusted adult at the JFK.

108 responses



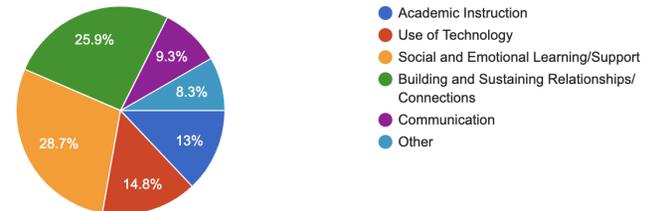
Considering the unique conditions of this school year, what do you identify as the JFK's greatest strength?

108 responses



Considering the unique conditions of this school year, what do you identify as the JFK's greatest area for growth?

108 responses



Academic instruction was amazing given the need for technology while half the class was remote. Even though it was a different year my son still felt connected to his teacher and learned a ton. They have gone above and beyond to make everyone feel included in the class and classroom community.

We are incredibly grateful for the JFK staff and school community. Our daughter has had a tremendous learning experience and her teachers have gone above and beyond to maintain consistency as well as provide spectacular learning experiences. I am especially impressed with the level of communication around the weekly learning plans and goals. SO SO GRATEFUL!

### **Classroom as Community:**

Within a COVID landscape, we have truly come to know the classroom as a community. Each cohort of students, though restricted by COVID safety protocols, developed a clear identity as a class with support from their classroom teacher, additional staff members and their classmates. Perhaps more than ever, students developed strong relationships with one another and with their teachers, as great intention was set at the start of the school year to create distinct communities within each classroom. Though this year presented many challenges in regards to student life, the conditions also offered opportunities for connections within classes that may not have otherwise been possible.

### **Morning Announcements:**

Building administrators created daily video announcements that were shared with all students, including those on the Remote Learning Pathway. Highlighted topics include: holidays and other cultural celebrations, habits of mind, community values, talking puppets, math riddles, as well as featured student guests that shared school based projects, their culture and customs, and many special talents. These announcements serve to build community and celebrate all that our school has to share with one another.

### **Student Council:**

We are thrilled that the 5th Grade Student Council was able to happen this year, with the support of our staff and family representatives. A group of students from both the Continuum and the RLP have worked together to enrich the student experience during their final year in elementary school.

### **Equity Work:**

As a district and school community, we remain committed to equity work so that all students, staff and families feel welcome, valued and supported. Some of our work this year included professional development opportunities for staff, a staff equity lending library, and curriculum-driven work with students in accordance with their developmental stages. Through our School Site Council, we identified the need for increased family engagement in general, but especially around issues of diversity, equity and inclusion. While we were limited

in what we could pursue this year, we believe that the seeds have been planted for ongoing work with staff, students and families going forward.

### **CAPT Support:**

We are lucky to have an incredibly active and supportive family presence via the JFK CAPT. They have gone above and beyond to support teaching and learning, as well as student life, with COVID-safe student programming, extracurricular events for students and families, playground equipment that has enriched our time outdoors, and the highly successful Raise Craze fundraiser that challenged students to perform many acts of kindness.

### **Grade-Level Student Experiences:**

Over the course of the year and across grade levels, the student experience included rigorous and engaging learning opportunities. Our teachers worked tirelessly to implement authentic learning activities within the constraints of a COVID landscape. Highlights include:

- **Kindergarten** “road trips” around the world that taught students about various cultures while incorporating grade level skills practice; additionally, students strengthened their early literacy and numeracy skills with daily differentiated practice, COVID-friendly centers, loads of SEL work, and frequent, distanced dance parties.
- **Grade 1** virtual field trips and educational programs with the New England Aquarium, Discovery Museum, Ms. Monies and an Author in Residence program. Additionally, students participated in virtual science scavenger hunts, as well as phonics activities like Word Builders and Vowel Town.
- **Grade 2** students participated in a Family History project, where they learned about immigration and their own family’s story of immigration to the United States that culminated in a grade level museum walk that allowed students (and staff) to learn about each other’s families, backgrounds and cultures.
- **Grade 3** students honed their skills in narrative and informational writing, shared their Expert Text project with peers by teaching one another about their newly acquired area of expertise, and participated in a virtual author/illustrator visit with Suzy Becker.
- **Grade 4** students practiced building connections and appreciation for one another with their Kindness Jars, learned the value of hard work and giving back to others through their One Hen project, explored individuals who have made a difference in the world during their Change Makers project, participated in student-led book clubs, and developed their writing skills as they collaborated on a published collection of stories.
- **Grade 5** was able to participate in a few grade-level shared learning experiences such as reading the novel Because of Mr. Terupt by Rob Buyea, who joined students for a virtual author visit and writing lesson. They held successful Student Council elections and students who were elected have been

participating for the past few months. Additionally, representatives from the Neponset River Watershed Association join classes virtually to teach students about local water community practices.

**JFK Elementary School**  
**Summary of Progress Toward**  
**2020-21 School Priorities**

**Achieving Educational Excellence and Ensuring Equity**

One of our primary focus areas this year has been on achieving educational excellence and ensuring equity. With a lens on promoting an inclusive environment that benefits all, so that all students have access to learning and feel safe and valued as a member of the school community, we embarked on this work during a monumentally challenging year. With the many barriers that COVID presents, we have worked tirelessly to ensure that all students continue to learn and thrive.

While trying to balance all of the needs of the community this year, it was important to embed equity work into our professional development and daily practices. Staff members participated in training on implicit bias and we worked to identify areas of focus: now, next, later. An equity lending library was built in our staff room, providing access to a variety of texts for our staff. We addressed issues of equity with our School Site Council as well, with planning started for community based opportunities for family engagement on related topics. We are looking forward to continuing this work, particularly outside of the constraints of this year- time, safety and resources.

We continued to celebrate our individual cultural identities through morning announcements, which often featured students and staff members sharing about themselves. Instead of a traditional announcement format, daily messages were recorded by building administrators and shared with all classrooms, including those on the Remote Learning Pathway. These actions helped to foster conversations, promote awareness and build community.

## 2020-21 JFK School Priority #1: Achieving Educational Excellence & Ensuring Equity

Promote an inclusive environment that benefits all students, staff, and families so that everyone has access to learning and feels safe and valued as a member of the school community.

**Rationale:** Inclusive schools support diversity, engage in respectful relationships, and provide an equitable opportunity for everyone.

### Strategic Areas of Focus:

- 1.1 Educational Equity
- 1.3 Excellent Education for Every Student, Every Day
- 1.4 Equitable Access to High Quality Instruction

Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
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<p>Create Equity &amp; Inclusion Committee and construct a vision for our school, as part of a multi-year commitment to creating a school that is equitable and inclusive for all students, families and staff members</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> </ul>	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> <li>• Collaborative time</li> <li>• Teacher PD</li> <li>• Professional resources on equity and inclusive schools</li> <li>• Model schools</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary staff meetings for those interested in a JFK Equity Team with work around identifying our Now, Next, Later focus areas</li> <li>• Equity &amp; Inclusion Committee is in the beginning stages and will continue into the summer months and next year</li> </ul>
<p>Provide monthly, themed events/office hours for families in order to foster conversations, promote awareness, and build community</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Equity &amp; Inclusion Committee</li> <li>• Families</li> </ul>	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• School Site Council meetings to discuss issues of equity with planned Equity Roundtable Talks (in process, hopeful to start before the end of the year)</li> <li>• Utilized daily morning announcements to provide an opportunity for staff and students to share their culture, celebrations, etc.</li> </ul>
<p>Raise staff awareness about equity and diversity in everyday practice by beginning the work with educators</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Equity &amp; Inclusion Committee</li> </ul>	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Professional Development &amp; resources in the area of equity</li> </ul>	<ul style="list-style-type: none"> <li>• Equity Professional Development for the entire staff on implicit racial bias</li> <li>• Development of an equity-focused professional lending library with various titles including Ijeoma Oluo's <i>So You Want to Talk About Race</i>, Robin Diangelo's <i>Whire Fragility</i>, Ibram X Kendi and Jason Reynolds' <i>Stamped: Racism, Antiracism, and You</i>, and Ibram X Kendi's <i>How to Be an Antiracist</i></li> <li>• Varied resources shared with and amongst staff members to support classroom instruction and cultural celebrations.</li> </ul>

## Cultivating School Climate and Culture

Maintaining a strong, positive school culture was one of our highest priorities this year. Knowing that students and staff alike would enter this year under specific and complex challenges, we set out to meet the social and emotional needs of all students and staff, with an emphasis on caring, connectedness and safety.

While we faced some structural and safety challenges that impeded our ability to fully reach our goals, we are proud of the work that has happened at the JFK. We used creative avenues to communicate and model expectations for students- both administrators added common language and reminders to their morning announcements videos, which then

allowed for time and space for the classroom teacher to extend that conversation to solidify understanding and build classroom community. We provided a variety of learning opportunities for all students, including those on the RLP, with generous support from our CAPT. These included visiting authors, virtual museum visits, and interactive performances- all of which enhanced our curriculum and encouraged further connection amongst students and between students and adults.

Our Educational Assistants and other staff members received specific SEL-focused training and support, which allowed us to maximize their abilities to support students, particularly in moments of challenge. Adopting Playworks' COVID-era curriculum focused on play, SEL topics and conflict resolution, teachers and staff had access to a weekly focus along with general Playworks resources to support this work. We built Morning Meeting and Closing Circle into every classroom, every day. These structures support the cultivation and maintenance of a connected community and offer a variety of opportunities to develop a clear classroom identity with structures, routines and customs.

In recognizing the importance of inclusion and access for all students, we are constantly evaluating which students may or may not be included in decisions and practices. This year, much of our professional development and new technology tools supported these efforts, as did the structural element of Wednesday afternoons. This dedicated time and space for staff to collaborate, further their professional learning and plan meaningful learning experiences for all students was truly priceless. The District technology team, along with the support of the JFK technology team and teachers worked diligently to ensure that each student had a working device (K-2 students were given iPads; 3-5 students were given Chromebooks), and access to the internet while working remotely. Hotspots were deployed to those in need, and staff supported individual students and families to troubleshoot and support when issues arose. We were intentional about certain structures- like daily, video morning announcements- that would allow for students across the Continuum of learning models and the Remote Learning Pathway to have daily anchors to the JFK at large.

## **2020-21 JFK School Priority #2: Cultivating School Climate and Culture**

Build and maintain a school culture and climate that supports the social and emotional needs of all students and staff, with an emphasis on caring, connectedness and safety.

**Rationale:** Helping students develop the habits and skills of self-regulation and social and emotional efficacy is vital to their overall learning experience. Common language and routines provide a framework that is shared by everyone when addressing student behavioral challenges, creating a more positive school experience for all students. Students and staff alike need social-emotional support and connectedness during this challenging time for our community.

### **Strategic Areas of Focus:**

- 2.1 Social Emotional Learning
- 2.2 Behavioral Intervention
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
Continue Culture & Climate Committee and construct a vision for school culture for this year and beyond	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Staff</li> </ul>	Fall-Early Winter 2020	<ul style="list-style-type: none"> <li>● Collaborative time</li> </ul>	<ul style="list-style-type: none"> <li>● Due to other areas of focus this year, we were unable to dedicate time to the Culture &amp; Climate Committee; we plan to dive back into this work for SY22.</li> </ul>
Revise Schoolwide Expectations to include common language to be used by all staff	<ul style="list-style-type: none"> <li>● Culture and Climate Committee</li> </ul>	Fall- Early Winter 2020	<ul style="list-style-type: none"> <li>● Collaborative time</li> </ul>	<ul style="list-style-type: none"> <li>● Due to other areas of focus this year, we were unable to dedicate time to this work formally.</li> <li>● Building administration utilized morning announcements time to address schoolwide expectations and SEL areas of focus.</li> <li>● Educational Assistants received training in how to support students during unstructured time, particularly around SEL areas and in moments of conflict.</li> </ul>
Increase capacity to support teachers to implement SEL lessons and infuse SEL components into their instruction across content areas (Morning Meeting, Social Thinking, Responsive Classroom, Collaborative Problem Solving, Playworks, etc.)	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Culture and Climate Committee</li> <li>● School Psychologist &amp; SLP</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>● Support from Culture and Climate Committee</li> <li>● Common Planning time with School Psychologist and SLP</li> </ul>	<ul style="list-style-type: none"> <li>● Implementation of Playworks' <i>Keep Playing</i> curriculum</li> <li>● Use of classroom lessons and small groups to support SEL</li> <li>● Morning Meeting &amp; Closing Circle</li> <li>● Introduction of Restorative Practices via 5th grade reflection tool</li> <li>● Targeted SEL PD for staff during the start of the year professional learning time</li> <li>● We Thinkers curriculum supported by SLP and School Psychologist in targeted classrooms</li> </ul>
Create opportunities for connectedness and community for all stakeholders	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Culture and Climate Committee</li> </ul>	Ongoing 2020-21	<ul style="list-style-type: none"> <li>● Support from Culture and Climate Committee</li> <li>● Consultation with School Psychologist, outside resources</li> <li>● Tapping into families as funds of knowledge, partners</li> </ul>	<ul style="list-style-type: none"> <li>● All classrooms (in-person and virtual) held morning meetings and/or closing circles to allow students to connect with staff and each other every day.</li> <li>● Consistent use of outdoor spaces for mask/movement breaks and for safe student interactions and connections.</li> </ul>

			<ul style="list-style-type: none"> <li>● School Site Council meetings with targeted focus areas; open meetings attended by non-Council members</li> <li>● Students participated in virtual author visits and field trips together</li> <li>● Use of breakout rooms to provide social moments for students during breaks and/or lunch/recess</li> <li>● Consistent opportunities for staff collaboration and instructional planning during asynchronous Wednesday afternoons</li> <li>● Each morning, the announcements and morning message was sent via video so that both those in-person and remote could participate each day</li> <li>● Morning messages with SEL mini-lessons, sharing of holidays and celebrations, monthly cultural focuses and a dose of silliness (talking puppets!) created a sense of community and shared focus</li> <li>● Each student was provided a device for at-home and in-person learning (K-2 iPad; 3-5 Chromebook)</li> <li>● Hot Spots were provided to support students with online access</li> <li>● Technology resources and PD to support consistent communication with families</li> <li>● Wednesday afternoons provided teachers with more time to collaborate with grade level peers and share resources</li> <li>● Collaboration with CAPT to promote community kindness via the Raise Craze fundraiser</li> <li>● Both District and school-based communication included translation capabilities to assist clear communication with families and staff</li> </ul>
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## **Transforming Teaching and Learning**

Throughout this year, teachers had a tremendous amount to balance, and one constant was our attention and focus on growing our own instructional practices through continued learning about and implementation of the workshop models of instruction. On an ongoing basis, teachers and educational assistants participated in professional development and training led by consultants from the Teaching and Learning Alliance (TLA) and our district reading specialists. These trainings focused on phonics, conferencing with students during independent reading, identifying and unpacking the four key skills in informational reading and literature that allow teachers to target and streamline instruction, analyzing pre-and-post assessments and instructional tools found in the Reading Units of Study that can be used to inform instruction, and growing best practices in Readers Workshop.

In an ongoing effort to regularly reflect on our practice and provide responsive instructional support for staff and students alike, we developed an Instructional Leadership Team (ILT) consisting of the building principal, Team Chair, and reading and math specialists. We intend to build out this team next year to include grade level representatives along with other staff members for a wider range of instructional voice and perspective. The ILT coordinated the rollout of our newly-adopted benchmarking assessment (STAR), designed and delivered professional development for teachers and staff, identified needs around RTI and intervention and created structures to support that work, and piloted a program to train our educational assistants to increase their capacity for academic support and small group instruction. In addition, our reading and math specialists regularly support grade level teams in their planning and implementation of curriculum.

As previously referenced, through the administration and analysis of STAR Assessments, teachers were able to receive baseline student data to help inform their instruction and planning. Students participated in STAR during the Fall, Winter, and will be completing one more round in the coming weeks. This data point allowed us to assess each student's baseline performance in reading and math, and also helped staff identify potential gaps that existed for individual students due to the 'unfinished learning' from the pandemic.

We also prioritized cultivating school and classroom environments that ensure student voice and choice, collaboration, flexibility, and ownership of learning. The workshop model supports these efforts across all of our grade levels, and teachers worked hard to ensure meaningful learning that meets all learners at their individual entry point. Grade level teams created meaningful and memorable learning experiences that translated to a variety of learning models and incorporated their own professional learning in concert with enrichment and intervention offerings. In addition, students received yoga mats and this transformed student work environments in the classroom and in the outdoors, to support collaboration and flexible learning areas safely while maintaining adherence to the safety guidelines and protocols.

### 2020-21 JFK School Priority #3: Transforming Teaching and Learning

Build the capacity to support opportunities for innovative teaching and learning, particularly within this challenging educational landscape.

**Rationale:** Teaching, lessons, and environments should be flexible in order to allow for student centered collaborative learning experiences and ownership of learning. Curriculum, instructional methods and technology should support remote and hybrid learning for all students.

**Strategic Areas of Focus:**

- 3.1 Designing Student Learning and Growth
- 3.2 Student Agency, Voice, and Ownership of Learning
- 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
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<p>Continue Teaching &amp; Learning Committee and construct a vision for the work this year and beyond</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> </ul>	<p>Fall-Early Winter 2020</p>	<ul style="list-style-type: none"> <li>• Collaborative time</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning Committee did not meet this year; an Instructional Leadership Team (ILT) was created to support our instructional focus &amp; professional development and met weekly to support teaching &amp; learning at the JFK</li> </ul>
<p>Support teachers in implementing the workshop model in K-5 Reading and K-2 Phonics</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Consultants</li> <li>• Dir. Teaching &amp; Learning</li> <li>• Reading Specialists</li> </ul>	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> <li>• District PD</li> <li>• Time for peer observations and collaboration</li> <li>• Time for planning with ELA and math specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Directed PD for Teachers and EA's with consultants from TLA</li> <li>• Elementary Reading Specialists led PD for staff in 'Growing Best Practices in Readers Workshop'</li> <li>• Reading groups were happening during remote, hybrid, and in-person learning!</li> </ul>
<p>Support teachers in effectively planning for diverse learners through data-driven instruction</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Dir. Of Teaching &amp; Learning</li> <li>• Reading and Math Specialists</li> <li>• Teachers</li> </ul>	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> <li>• STAR benchmark Assessment</li> <li>• Digital Toolkit</li> <li>• Data PD</li> </ul>	<ul style="list-style-type: none"> <li>• Staff administered STAR Assessments and analyzed Student Data Reports in the Fall and Winter (one additional assessment is scheduled for Spring)</li> <li>• Administered CBM's and used this information to consider student needs and for our dyslexia screener</li> <li>• Across classrooms, students self-selected books for independent and group reading</li> <li>• Common planning time schedule in a rotation to allow for collaboration with content specialists and related service providers, with regular use of student data to drive instructional planning</li> </ul>
<p>Cultivate classroom environments that ensure student voice and choice, collaboration, flexibility, and ownership of learning</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teaching &amp; Learning Committee</li> <li>• Teachers</li> </ul>	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> <li>• PD on Workshop model</li> <li>• Literacy materials</li> </ul>	<ul style="list-style-type: none"> <li>• Across classrooms, students self-selected books for independent and group reading</li> <li>• Students provided with yoga mats for flexible seating and work areas</li> <li>• Many teachers participated in summer and school year PD offerings to support curriculum shifts; the workshop model allows for differentiation, flexibility and student choice</li> </ul>

<p>Enhance instruction to meet the needs of diverse learners with resources from the digital toolkit and access to supportive technology</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teaching &amp; Learning Committee</li> <li>• Technology Specialists</li> <li>• Teachers</li> </ul>	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> <li>• Digital Toolkit</li> <li>• Technology PD</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers used multiple digital platforms to connect with students, provide instruction, and assess student work, as well as to support access for all learners</li> <li>• In Principal Weekly Newsletters, provided families with Literacy Videos for Parents/Guardians to support literacy at home</li> </ul>
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