

Franklin Public Schools

Kennedy Elementary School

School Improvement Plan

2011-2012



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Acknowledgements

During the 2010-2011 school year, the members of the Kennedy School Council with other interested and involved people, have given much time, energy and effort to the development of our school improvement plan. The staff of Kennedy School and the Parent Communication Council (PCC) also contributed to this effort. Appreciation is extended to each individual who participated in this most important project.

J.F. Kennedy Elementary School School Council 2010-2011

Joan D. Toye, Principal Co-Chair
Anita Mecklenburg, School Representative/Co-Chair
Heather Adams, School Representative
Jennifer Johnson, Parent Representative
Jane Kay, Parent Representative
Laurel Trottier, School Representative
Gwyn Dieterle, PCC Chair
Peggy Yanuskiewicz, Head Teacher

Executive Summary

School Profile

The John F. Kennedy Memorial School serves students from Kindergarten through the fifth grade level. As of May 2011 we had an enrollment of 494 students. For the 2010 -2011 school year, we had four full day kindergarten classes, four first grade classes, three second grades, four third grades, four fourth grades, and four fifth grade classrooms. All students receive special instruction in art, music, health and physical education. Children have an opportunity weekly to visit our school library. For this student population, our staff for 2010/2011 included 23 classroom teachers, 11 specialist teachers, and 10 teaching assistants. We are also served by our Literacy Specialist, School Psychologist, and our half-time Math Curriculum Enhancement Teacher (CET), and half-time Head Teacher. With other schools we share the services of a Speech and Language Specialist and Team Chairperson.

As of October, 2010, the ethnic makeup of our school population was 86.3% White, 7.8% Asian, 2.2% Hispanic/Latino, 2.2.% Multi-race, Non-Hispanic, 1.0% African American, and 0.6% Native American. As of October, 2010, 12.4% of our student population was identified with having Special Education needs. Approximately 6% of the student body comes from homes where the first language is not English, and 2.5% of our students qualify for English as a Second Language (ESL) services. For our school population, 5.3% of our students are eligible to receive free or reduced priced lunch.

To meet state and federal achievement goals, Massachusetts issues yearly Report Cards that measures Adequate Yearly Progress (AYP). Schools must achieve AYP as measured by their progress on the federal No Child Left Behind (NCLB) goal of 100% of students testing at Proficient levels in English Language Arts (ELA) and in Math. On Kennedy School's AYP progress report card, we received a rating of "Very High" in both ELA and Math. Kennedy School was named one of 187 schools in the state to meet high achievement and growth criteria and was named a Massachusetts Commendation School. When all student scores are counted, our school made AYP goals for both ELA and Math. For the first time, however, not all of our subgroup populations achieved AYP goals. Our Special Education student population did not meet AYP goals for ELA nor for Math in this testing cycle.

Mission Statement

The mission of John F. Kennedy School is to enable, encourage and challenge every student to continue the pursuit of lifelong learning by providing a safe, nurturing, and enjoyable academic environment. Through the collaborative efforts of staff, parents, and community we strive to help each student become a confident, responsible and active citizen of an ever-changing global society.

JOHN F. KENNEDY SCHOOL CONSTITUTION

Ratified 10/04

RIGHTS

ALL STUDENTS SHOULD HAVE THE RIGHT TO:

- Be happy
- Feel safe
- Be treated fairly and kindly
- Be treated with respect by others
- Speak freely without hurting other's feelings
- Learn in a safe and healthy environment
- Receive a good education

RESPONSIBILITIES

ALL STUDENTS SHOULD:

- Attend school regularly
- Be on time
- Come to school neat and clean
- Do their work neatly, carefully and on time
- Respect the property of the school and others
- Listen when others are speaking
- Stay home when sick
- Follow teacher's directions
- Be honest and truthful
- Try to solve problems using Open Circle rules
- Behave in a safe and considerate way
- Obey all school rules

Progress on Goals 2010-2011

Goal 1: To increase the use of targeted reading strategies by students through the Readers' Workshop model of literacy instruction.

Continuation Goal

Student achievement in reading as measured by school based assessments and through MCAS results continues to be strong. In the third year of the district's literacy initiative, teachers continued their extensive professional development on principles of literacy development and effective instructional strategies. Classroom teachers implemented the reading workshop model four to five times per week. They developed and taught units of study for specific comprehension strategies, and further developed varied assessments to track student progress. Students have increased the amount of time they read in books at their instructional levels. Students continue to express increased interest in and excitement about reading in school.

Goal 2: To increase communication between regular and special education staff to better coordinate math instruction and curriculum for all students.

Continuation Goal

This year there was an increase in communication between regular education and special education staff and the Math CET about Math instruction. As a result, we acquired Fast Math, a computer program to address fact fluency, and distributed Math vocabulary binders to increase familiarity of mathematical terms across all instructional settings. For students on Individualized Success Plans, a team consisting of classroom teachers, special educators, the Principal, the Literacy Specialist and the Math CET met to discuss the students' needs, to develop specific interventions, and to monitor their progress. Furthermore, the special education staff and the Math CET met to discuss the results of formative assessments testing and specifics of small group interventions during the year.

Goal 3: To strengthen our response to students who struggle in school.

Continuation Goal

Four Kennedy School staff participated in the district Response to Intervention (RtI) Team to develop common procedures for identifying and monitoring progress for students who present with difficulties in school. At the school level, our Instructional Support Team (IST) continued to revise its follow up documentation and timelines to monitor student progress.

Goal 4: To strengthen the home-school connection in the Kennedy School community.

Continuation Goal

Increasing opportunities for parent volunteerism in the classroom were explored with staff. Faculty needs for volunteers were surveyed. A regular "Did You Know?" column in the monthly newsletter highlighted specific handbook policies and other information.

Goal Statement 2011-2012

The John F. Kennedy School will adopt five goals. Our first goal is shared by all of the district's elementary schools, and is related to the district's literacy initiative. The district has identified improving literacy instruction and achievement as a multi-year goal. Our Literacy goal for this year will be to increase students' use of reading strategies taught through the workshop model of instruction.

A second goal for our Improvement Plan is to continue collaboration between staff around students' math skills and areas of need. Our collaborative work will focus on identifying key learning standards in math, and especially for students targeted as needing instructional support in math.

In response to No Child Left Behind mandates and the district's Response to Intervention (RtI) plan, our third goal is to strengthen our response to students who struggle in school. Opportunities for professional development in the RtI process will be provided to faculty. Our Instructional Support Team will help collect, develop, and share assessment and progress monitoring tools with staff.

As a result of our parent survey conducted in May 2009, our fourth goal focuses on strengthening our home-school connection through varied communication strategies. Opportunities for parents to volunteer in our school and the needs of teachers for volunteers will continue to be explored. The parent community will be surveyed to explore the current level of availability. Opportunities for parent information and education around anti-bullying efforts will be offered through school, district, and community events.

A final goal is to renew our commitment to our school-wide use of the Open Circle Social Competency Program to explicitly teach social skills.

**KENNEDY SCHOOL
SCHOOL IMPROVEMENT PLAN
LITERACY GOAL**

GOAL STATEMENT: Kennedy Elementary School students will increase their use of targeted reading and writing strategies through the continuation of the workshop model and the implementation of an explicit phonics program in the younger grades. This will be measured by students' selections of "just right books," their written responses to literature through open response questions and in reading response journals, and/or reading in conferences with staff.						
Target: Strategy Instruction						
Root Causes						
1. Insufficient professional development in delivering reading/writing instruction through the workshop model	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	Teachers will engage students in a workshop model of instruction for a minimum of five times per week.	Classroom libraries organized by level, genre, author and topics Create mini lessons based on students' needs Conference with students Utilize units of study for targeted skills	Classroom libraries Bookroom texts School library Internet Literacy specialist Teachers for Teachers Consultants Office of Instructional Services Units of Study Lucy Calkins writing program	Ongoing throughout the school year	Classroom libraries organized by level, genre, authors and topics Evidence of student work Evidence of unit planning	Classroom observations Review of students' work Conferring notes Selection of focus lessons used for unit
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will use targeted reading strategies independently with independent level texts and with teacher guidance for instructional level text.	All students K-5	Classroom formative assessments District Assessment Tools (DRA, MCAS, etc.) Anecdotal notes and Observations	September – June	Students' instructional levels Grade level benchmarks	Teachers Literacy Specialist Principal Teachers for Teachers consultants Office of Instructional Services Resource Room Teachers
2. Not enough time spent reading at instructional level with staff members and not enough time spent reading at the independent level independently	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	Teachers will provide opportunities for students to engage in reading at students' "just right" levels during independent reading time Teachers will provide opportunities for students to engage in reading instructional level text with staff	Instruct students in how to choose "just right" books Small group targeted instruction at instructional level Schedule independent reading time with independent level	Classroom libraries that include a variety of levels, genres, topics, and authors School library Bookroom texts	Ongoing throughout the school year	Classroom libraries Sustained reading time/instructional schedules Plans for small group instruction	Classroom observations Student work Conferring Notes Planning sheets

		texts with accountability (e.g. logs, response journals, open response questions, conferencing)	Utilize technology as appropriate			
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will choose “just right” texts more accurately and independently. Students will engage with staff members for literacy instruction at instructional level	All students K-5	September-June	Open Response Questions Conferences Reading Logs Response Journals District Assessment Tools	Students’ instructional levels	Classroom teachers Literacy Specialist Principal Teachers for Teachers consultants Office of Instructional Services Resource Room Teachers
3. As measured on MCAS testing and from classroom work, it is evident that students need more time and strategies to answer open response/short answer questions appropriately.	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	Staff will provide opportunities for students to respond to open response/short answer questions across the curriculum.	Instruct students in how to respond to open response/short answer questions across the curriculum. Schedule time in all curriculum areas to respond to open response questions.	Prior open response/short answer questions from MCAS tests Open Response Questions in math texts Test Prep unit of study for Readers Workshop Open response/short answer questions based on classroom read alouds	Ongoing throughout the school year	Completed open response questions Reading Response Journals	Student work Classroom observations Reading Response Journals
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will respond to open response/short answer questions that incorporate data from what has been asked or read.	All students Gr. 3-5	September- June	Open response/short answer questions Reading response journals MCAS	Majority of students will score between 2-3 on MCAS Open Response/short answer questions in journals will show improved performance over time	Classroom teachers Literacy Specialist Math CET Principal Resource Room Teachers EAs
4. Insufficient professional development in using new phonics program	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information

	K/1 Teachers will learn about and begin to implement the Foundations phonics instruction program	Utilize Foundations materials to instruct students to use phonic skills for encoding and decoding.	Foundations materials Foundations training	Ongoing throughout the school year	Classroom schedules Evidence of student work	Student work Classroom observations Planning sheets
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will use learned phonic elements to encode and decode words in isolation and in text.	All students Gr K-1	September- June	Foundations progress monitoring Informal phonics assessments	Mastery of skills taught	Classroom teachers Literacy Specialist Principal Resource Room Teachers Office of Instructional Services Foundations trainers

**KENNEDY SCHOOL
SCHOOL IMPROVEMENT PLAN
MATH GOAL**

GOAL STATEMENT: Representatives of the regular education staff and the special education staff, along with the Math CET will collaborate to identify the most essential math skills for students in all grades K-5. There will be a clear focus on these key grade level learning standards for all students. There will be an alignment and coordination between the specific learning standards and the curriculum taught, and reinforced, in the classroom and in small group settings.						
Target: Math Instruction						
Root Causes						
1. Need for clear emphasis on key Math learning standards at all grade levels, particularly in light of the adoption of the 2011 Massachusetts Math Frameworks.	Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	The most essential Math learning standards (power standards) for each grade level will be clearly identified and emphasized in all classrooms.	Grade level representatives of regular education staff and special education staff and Math CET will meet. They will identify and prioritize most significant content learning goals in Math.	EM curriculum Math Games Math manipulatives Success Plans the 2011 Massachusetts Math Frameworks	Ongoing throughout the school year	Evidence of student work Communication between regular ed and special ed staff	Classroom Observations Review of students' work
	Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will demonstrate improvement in basic math skills on end of unit assessments and Math MCAS (for grades 3 -5).	Selected students K-5 who require differentiated or specialized instruction in math will focus on key learning standards.	September-June	Classroom formative assessments, such as end of unit assessments Anecdotal notes and observations Math MCAS	Students will demonstrate mastery of grade level expectations/ benchmarks in math skills	Classroom teachers Special education teachers Math CET Principal

**KENNEDY SCHOOL
SCHOOL IMPROVEMENT PLAN
RESPONSE TO INTERVENTION (RtI) GOAL**

GOAL STATEMENT: To provide a cohesive response to students' lack of appropriate progress at Kennedy School through a collaborative Response to Intervention (RtI) process that includes data analysis, targeted interventions and instruction, and progress monitoring.						
Target: RtI model						
Root Causes						
1. Insufficient training, resources and time for collaboration for implementing Response to Intervention (RtI) mandate.	Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	<p>District and school training and collaboration opportunities for Instructional Support Team (IST) and faculty will be provided.</p> <p>Teachers will identify targeted students' areas of need, provide appropriate interventions, and document progress.</p> <p>Teachers will meet with the Instructional Support Team (IST) to discuss targeted students' progress and use data to plan further interventions as needed.</p> <p>Regular, special education and specialist teachers will all have a shared responsibility for every student's progress.</p>	<p>Faculty meeting time devoted to discussion and collaboration around the RtI/IST process</p> <p>Progress monitoring tools will be collected, developed, and shared with faculty</p> <p>Teachers will collaboratively create a comprehensive list of what constitutes good instruction (best practices) at Kennedy School.</p> <p>An increased amount of grade level meeting time will be spent discussing struggling learners – creating a shared responsibility in the grade for those at risk students.</p>	<p>Instructional Support Team meetings</p> <p>District model materials</p> <p>IST protocol and forms</p> <p>Varied student assessment data</p> <p>Time to work collaboratively as a staff and in grade level teams</p> <p>Professional literature</p>	Ongoing throughout the school year	<p>Meeting Agendas</p> <p>IST records</p> <p>Progress Monitoring and Assessment Data</p> <p>Improved student achievement</p> <p>The list/flowchart of best practices at Kennedy School</p>	<p>Student observations done by various staff</p> <p>Review of unit Assessments</p> <p>Review of MCAS data</p> <p>DRA/Grade data</p> <p>Teacher conference notes</p> <p>Parent Reports</p> <p>Physician reports</p>
	Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	<p>All students will receive best practices in their instruction.</p> <p>Struggling students will receive targeted instructional and/or social/behavioral interventions resulting in improved student achievement.</p>	All students who are not progressing at an appropriate rate.	<p>formative assessment will be ongoing</p> <p>4-8 week intervals for IST meetings on individual students</p>	<p>As appropriate for student needs:</p> <p>*State/District assessments</p> <p>*Formal/informal classroom assessments</p> <p>*Classroom observation/notes</p> <p>*Conferencing notes</p>	<p>Grade level academic benchmarks</p> <p>Age appropriate social and behavioral skills</p>	<p>Classroom Teachers</p> <p>District RtI Representatives</p> <p>Reading and Math CETs</p> <p>IST Facilitators and Team Head Teacher</p> <p>Building Principal</p> <p>Parent</p>

**KENNEDY SCHOOL
SCHOOL IMPROVEMENT PLAN
COMMUNICATION GOAL**

Goal: Home-School Connection						
Root Causes	To strengthen the home-school connection in the Kennedy School community.					
	Strategies	Resources	Specific Timeline	Person(s) Responsible	Measure(s) of Implementation	Method(s) of Collecting Information
1. Data from the 2009 parent survey shows desire for more communication about policies, special programs, and more opportunities for volunteering at school.	Opportunities for parent volunteerism will continue to be explored, specifically parent talents, skills, and availability and how this aligns with individual grade level needs.	List serve emails, newsletters from PCC, school and classroom websites	Ongoing throughout the 2011 - 2012 school year.	Kennedy School Council, parent community, Kennedy School staff and parents	Communication tools (newsletters, emails, website) and feedback from parent community	School Council, direct response from council, PCC, and school communication vehicle s, data from parent survey
2. Lack of awareness of and understanding about the new anti-bullying plan in the parent community	Opportunities for parent information and education will be offered through school, district and community events, such as: Workshops and speakers Articles and other resources	District Plan and resources (e.g., Community Health Council) MARC (Mass. Aggression Reduction Center) and DESE Open Circle Consultants Open Circle Curriculum PCC Meetings	Ongoing throughout the 2011 - 2012 school year.	Kennedy School Council, Open Circle Consultants, Kennedy School staff and parents	Communication tools (newsletters, emails, website)	Feedback from parent community and staff Attendance data from events

**KENNEDY SCHOOL
SCHOOL IMPROVEMENT PLAN
ANTI-BULLYING GOAL**

Goal: Anti-Bullying		To renew our commitment to school-wide use of Open Circle Social Competency Program.				
Root Causes						
	Strategies	Resources	Specific Timeline	Person(s) Responsible	Measure(s) of Implementation	Method(s) of Collecting Information
Research shows that bullying behaviors can begin at an early age, and that the most effective anti-bullying strategies are preventive ones.	<p>Implement Open Circle weekly in every classroom.</p> <p>Use Open Circle common vocabulary to describe behaviors and for problem solving.</p> <p>Participate in school-wide activities such as Mix It Up At Lunch Day, No Name Calling Week, etc.</p>	<p>Open Circle Curriculum Binders</p> <p>Classroom and School Library Literature</p> <p>Other anti-bullying resources</p>	<p>Ongoing throughout the 2011 - 2012 school year</p>	<p>Teachers</p> <p>Open Circle Consultants</p> <p>Principal and Head Teacher</p> <p>Staff</p>	<p>Lesson plans</p> <p>Consultant visits</p>	<p>Data from student interviews and teacher feedback</p> <p>Classroom Observations</p>