

Overview:

The purpose of this document is to provide an overview of our school improvement plan. The Somerville Public Schools' Strategic Plan was used as a launching pad to create the priority areas seen in this document. Additionally, the work of the following teams was used to produce the content of this plan:

- Administration team, School Improvement Council and Instructional leadership team

The priorities will guide the focus of our school. Additionally, the priorities and goals will be used to inform the work leadership teams and all staff this year. This includes, but is not limited to the following groups and spaces: Instructional Leadership Team (ILT), Child Study Team (CST), and

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

Our tiger habits for the community include: Teamwork; Integrity; Growth mindset; Empathy and Respect

PRIORITIES			
Academic Excellence Identify and implement best practices for targeted supports to meet the academic and social emotional needs of students.	Equity and Access Develop a comprehensive system to disrupt persistent disparities across various student populations, with a particular focus on combating racial and ethnic inequities	Wellness and Joy Strengthen implementation of evidenced-based and culturally responsive social and emotional PK-12 curriculum	Family and Community Engagement Leverage families as partners in learning, recognizing them as their children's first educators and as critical drivers of student success
SMART GOALS			
1. By June 2027, we will have increased staff's capacity to implement tier 2 interventions and identify academic entry points for all students, and particularly students with disabilities.	2. By June 2027, through the use of identified best practices, our students in specialized programming will display increased confidence and stamina leading to more positive academic and behavioral outcomes.	3. By June 2027, we will build staff capacity to implement evidence-based SEL curriculum and practices to reduce student office referrals by 50%.	4. By June 2027, implement a structured family engagement program that equips families with the knowledge and skills to support their children's education.
ACTION STEPS/STRATEGIES			

1.1 Strategize with Instructional leadership team on practices (i.e. group work, student feedback) 1.2 Plan professional development to ensure staff are able to implement strategies to support students' academic progress and staff capacity 1.3 Assess impact of strategies (maybe move down to outcomes/key performance indicators)	2.1 Continue work with the triumph center to provide support for staff 2.2 Continue to seek out support from special education department including bi-weekly check ins 2.3 Teacher and Paraprofessional professional development opportunities regarding specialized instruction	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 2nd step training and support 3.4 PD around SEL behavioral interventions	4.1 strategize with site council, parent liaison and PTA 4.2 Meet with Teachers regarding planning training sessions 4.3 Implementing planning sessions 4.4 This includes hosting at least two math and literacy training sessions.
OUTCOMES/KEY PERFORMANCE INDICATORS			
1.1 Increase standard of data use for referrals to CST 1.2 MCAS data 1.3 i-Ready data 1.4 DIBELS data 1.5 staff conditions for learning questions 1.6 student conditions for learning questions (teacher addresses my need)	2.1 MCAS data 2.2 i-Ready data (% of students one or more grade levels below) 2.3 i-Ready duration taking test (math and ELA), or rush flags 2.4 Progress towards IEP goals 2.5 Behavioral goals 2.6 DIBELS data	3.1 Office referrals/walkie talkie calls 3.2 Emergency removals, in-school suspensions 3.3 Staff survey regarding impact of SEL practices 3.4 Student insights and open architects data	4.1 family conditions for learning survey regarding involvement in their child's learning 4.2 quick surveys/feedback from families after each math and literacy training session