

John F. Kennedy School School Improvement Plan 2020-21

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
December 3, 2020

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; terms are still under negotiation.

School Improvement Priorities for 2020-21

Upon review of progress toward our 2019-2020 goals, feedback from staff and families, and within the context of a global pandemic and all of its implications, the JFK Elementary School has chosen to focus the 2020-2021 school year on three areas: promoting a more equitable and inclusive environment for all students, staff, and families so that everyone feels welcome and accepted; supporting students and staff in their social and emotional learning and development by creating and maintaining a safe, caring, supportive, connected and responsive community; and supporting teachers in implementing new and innovative ways of teaching- particularly within a challenging educational landscape- in order to provide meaningful instruction to all students.

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	Anticipated Indicators of Progress and Success
Create Equity & 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	<ul style="list-style-type: none"> • Administration • Staff 	Ongoing 2020-21	<ul style="list-style-type: none"> • Collaborative time • Teacher PD • Professional resources on equity and inclusive schools • Model schools 	<ul style="list-style-type: none"> • Diverse Committee membership • Vision Statement • Identified Areas of Focus for SY2021 and SY2022 • Observation and interaction with model schools, best practices • Observation of inclusive practices • Agendas from monthly meetings with specialists and grade level teams • Student and staff surveys
Provide monthly, themed events/office hours for families in order to foster conversations, promote awareness, and build community	<ul style="list-style-type: none"> • Administration • Equity & Inclusion Committee • Families 	Ongoing 2020-21	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Attendance sign in sheets • Family feedback/surveys
Raise staff awareness about equity and diversity in everyday practice by beginning the work with educators	<ul style="list-style-type: none"> • Administration • Equity & Inclusion Committee 	Ongoing 2020-21	<ul style="list-style-type: none"> • Time • Professional Development & resources in the area of equity 	<ul style="list-style-type: none"> • Meeting agendas • Curriculum review

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	Anticipated 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"> ● Administration ● Staff 	Fall-Early Winter 2020	<ul style="list-style-type: none"> ● Collaborative time 	<ul style="list-style-type: none"> ● Diverse Committee membership ● Vision Statement ● Identified Areas of Focus for SY2021 and SY2022
Revise Schoolwide Expectations to include common language to be used by all staff	<ul style="list-style-type: none"> ● Culture and Climate Committee 	Fall- Early Winter 2020	<ul style="list-style-type: none"> ● Collaborative time 	<ul style="list-style-type: none"> ● Revised Schoolwide Expectations Document
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"> ● Administration ● Culture and Climate Committee ● School Psychologist & SLP 	Ongoing 2020-21	<ul style="list-style-type: none"> ● Support from Culture and Climate Committee ● Common Planning time with School Psychologist and SLP 	<ul style="list-style-type: none"> ● Observation of practice ● Teacher feedback ● Office referrals

<p>Create opportunities for connectedness and community for all stakeholders</p>	<ul style="list-style-type: none"> • Administration • Culture and Climate Committee 	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> • Support from Culture and Climate Committee • Consultation with School Psychologist, outside resources • Tapping into families as funds of knowledge, partners 	<ul style="list-style-type: none"> • Events that focus on SEL for students, staff, community • Formal and informal feedback
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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	Anticipated Indicators of Progress and Success
Continue Teaching & Learning Committee and construct a vision for the work this year and beyond	<ul style="list-style-type: none"> • Administration • Staff 	Fall-Early Winter 2020	<ul style="list-style-type: none"> • Collaborative time 	<ul style="list-style-type: none"> • Diverse Committee membership • Vision Statement • Identified Areas of Focus for SY2021 and SY2022
Support teachers in implementing the workshop model in K-5 Reading and K-2 Phonics	<ul style="list-style-type: none"> • Administration • Consultants • Dir. Teaching & Learning • Reading Specialists 	Ongoing 2020-21	<ul style="list-style-type: none"> • District PD • Time for peer observations and collaboration • Time for planning with ELA and math specialists 	<ul style="list-style-type: none"> • Teacher feedback from PD • Observations of practice
Support teachers in effectively planning for diverse learners through data-driven instruction	<ul style="list-style-type: none"> • Administration • Dir. Of Teaching & Learning • Reading and Math Specialists • Teachers 	Ongoing 2020-21	<ul style="list-style-type: none"> • STAR benchmark Assessment • Digital Toolkit • Data PD 	<ul style="list-style-type: none"> • STAR data reports • Informal database • Use of multiple data points across skills/standards • Data-informed instructional planning sessions • Observation of practice
Cultivate classroom environments that ensure student voice and choice, collaboration, flexibility, and ownership of learning	<ul style="list-style-type: none"> • Administration • Teaching & Learning Committee • Teachers 	Ongoing 2020-21	<ul style="list-style-type: none"> • PD on Workshop model • Literacy materials 	<ul style="list-style-type: none"> • Observations and Feedback

<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"> ● Administration ● Teaching & Learning Committee ● Technology Specialists ● Teachers 	<p>Ongoing 2020-21</p>	<ul style="list-style-type: none"> ● Digital Toolkit ● Technology PD 	<ul style="list-style-type: none"> ● Data from STAR assessment ● Teacher feedback from PD ● Student feedback from surveys
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