

This SY' 23-24 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.

SEZP



**Springfield
Empowerment Zone
Partnership**

J.F. Kennedy Academy

2023-24

School Plan



Springfield Public Schools
2023-2024 Student Calendar
John F. Kennedy Middle School
1385 Berkshire Avenue, Springfield, MA 01151



Student Hours 7:19 AM - 3:05 PM; * Midterms on January 17-19th = 1:00 PM dismissal ; *see calendar for additional student early releases

Teacher Hours 7:15 AM - 3:09 PM (Mon-Fri); *Special Tuesday (extended day) 7:15 AM - 4:15 PM

Aug 28: School Begins	August 2023					Feb 16: Half Day - Student & Staff Dismissal at 11:35am	February 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
		1	2	3	4				1	2	
	7	8	9	10	11		5	6	7	8	9
	14	15	16	17	18		12	13	14	15	16
	21	22	23	24	25		19	20	21	22	23
	28	29	30	31			26	27	28	29	

Sep 4: Schools Closed - Labor Day	September 2023					Mar 5: Schools Closed – Teacher PD Day	March 2024								
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI				
				1						1					
Sep 12: Schools Closed – Teacher PD Day	4	5	6	7	8	Mar 8: Early Release at 1:00pm					4	5	6	7	8
	11	12	13	14	15	Mar 13: Early Release at 1:00pm	11	12	13	14	15				
	18	19	20	21	22	Mar 22: Early Release at 1:00pm	18	19	20	21	22				
	25	26	27	28	29	Mar 29: Schools Closed -	25	26	27	28	29				

Oct 6: Early Release at 1:00pm	October 2023					Apr 12: Early Release at 1:00pm	April 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	2	3	4	5	6	Apr 15: Schools Closed - Patriots Day	1	2	3	4	5
Oct 9: Schools Closed - Indigenous People's Day	9	10	11	12	13		8	9	10	11	12
	16	17	18	19	20	Apr 16 -19: Schools Closed - Spring Vacation	15	16	17	18	19
Oct 25: Early Release at 1:00pm	23	24	25	26	27		22	23	24	25	26
	30	31					29	30			

Nov 7: Schools Closed – Teacher PD Day (Election Day)	November 2023					May 24: Early Release at 1:00pm	May 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
			1	2	3	May 27: Schools Closed - Memorial Day			1	2	3
Nov 10: Schools Closed – Veterans Day	6	7	8	9	10		6	7	8	9	10
	13	14	15	16	17		13	14	15	16	17
Nov 21: Early Release at 1:00pm	20	21	22	23	24		20	21	22	23	24
Nov 22 - 24: Schools Closed - Thanksgiving Vacation	27	28	29	30			27	28	29	30	31

Dec 22: Half Day - Dismissal at 11:35am	December 2023					Jun 19: Schools Closed - Juneteenth Day	June 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
					1						
Dec 25 - 29: Schools Closed - Holiday Vacation	4	5	6	7	8		3	4	5	6	7
	11	12	13	14	15	Jun 20*: End of School Year - Early Release for Students & Staff	10	11	12	13	14
	18	19	20	21	22		17	18	19	20	21
	25	26	27	28	29		24	25	26	27	28

Jan 1: Schools Closed - New Year's Day Observed	January 2024					*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.				
	MON	TUE	WED	THU	FRI					
	1	2	3	4	5	<table border="0"> <tr><td> School Closed</td></tr> <tr><td> Half Day (11:35AM Dismissal)</td></tr> <tr><td> Mid Term Dismissal 1PM</td></tr> <tr><td> Early Dismissal 1PM</td></tr> </table>	 School Closed	 Half Day (11:35AM Dismissal)	 Mid Term Dismissal 1PM	 Early Dismissal 1PM
 School Closed										
 Half Day (11:35AM Dismissal)										
 Mid Term Dismissal 1PM										
 Early Dismissal 1PM										
Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day	8	9	10	11	12					
	15	16	17	18	19					
Jan 17-19: *Midterms - Early Release at 1:00pm	22	23	24	25	26					
	29	30	31							



**Springfield Public Schools
2023-2024 Staff Calendar
John F. Kennedy Middle School
1385 Berkshire Avenue Springfield, MA 01151**



Student Hours 7:19 AM - 3:05 PM; * Midterms on January 17-19th = 1:00 PM dismissal ; *see calendar for additional student early releases

Teacher Hours 7:15 AM - 3:09 PM (Mon-Fri); *Special Tuesday (extended day) 7:15 AM - 4:15 PM

Aug 14-16: New Staff Orientation
Aug 21-25: Teacher PD
Aug 25: Convocation
Aug 28: School Begins

August 2023				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Feb 16: Half Day - Student & Staff Dismissal at 11:35am
Feb 19: Schools Closed - Presidents Day
Feb 20 - 23: Schools Closed - Mid-Winter Vacation

February 2024				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

Sep 4: Schools Closed - Labor Day
Sep 12: Schools Closed - Teacher PD Day

September 2023				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Mar 5: Schools Closed - Teacher PD Day
Mar 8 : Student & Staff Dismissal at 1:00pm
Mar 13: Student Dismissal at 1:00pm / Staff Hours Extended 3:09-6:09 for PTC
Mar 22: Student & Staff Dismissal at 1:00pm

March 2024				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Oct 6: Student & Staff Dismissal at 1:00pm
Oct 9: Schools Closed - Indigenous People's Day
Oct 25: Student Dismissal at 1:00pm / Teacher PD until 3:09pm

October 2023				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Apr 12: Student & Staff Dismissal at 1:00pm
Apr 15: Schools Closed - Patriots Day
Apr 16 -19: Schools Closed - Spring Vacation

April 2024				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Nov 7: Schools Closed - Teacher PD Day (Election Day)
Nov 10: Schools Closed - Veterans Day
Nov 21 - Student & Staff Dismissal at 1:00pm
Nov 22 - 24: Schools Closed - Thanksgiving Vacation

November 2023				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 24: Student & Staff Early Dismissal at 1:00pm
May 27: Schools Closed - Memorial Day

May 2024				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Dec 22: Early Release at 11:35am
Dec 25 - 29: Schools Closed - Holiday Vacation

December 2023				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Jun 19: Schools Closed - Juneteenth Day
Jun 20*: End of School Year - Early Release for Students & Staff at 11:35am
Jun 21: Schools Closed - Teacher PD Day

June 2024				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Jan 1: Schools Closed - New Year's Day Observed
Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day
Jan 17-19: *Midterms - Student Dismissal at 1:00pm / Teacher PD until 3:09pm

January 2024				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Early Release at 11:35am
- Mid Terms, Regular Release at 3:09pm
- Regular Day + PD until 4:15
- Full Day PD from 8:30am-3:00pm
- Early Release at 1:00pm
- Student Early Release + PD until 3:09pm

Educator Working Conditions: J.F. Kennedy M.S.**1. Staff work year calendar and calculating total educator time**

The calendar tool is built to give schools flexibility on the types of days (known as ‘day types’) that their school will follow during the following school year. The calendar tool correctly determines the total hours and salary based on calculations aligned to our Collective Bargaining Agreement (CBA). Student and staff calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

Part 1: School year hours

These hours reflect “**school year hours**” which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

Important Note: Newly hired Kennedy staff will be required to attend “new staff orientation” at Kennedy Middle School on August 14th, 15th & 16th from 9:00am - 3:00pm and will be paid at an hourly rate of \$36.61/hour for a total of 18 hours.

			Grades 6-8		
	Day Type	Staff Category	Start time	End time	Hrs: Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	3:09 PM	7:54
2.	Mid Term	Mid Term (7:15 AM to 3:09 PM)	7:15 AM	3:09 PM	7:54
3.	Half Day	Half Day (7:15 AM to 11:35 AM)	7:15 AM	11:35 AM	4:20
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30
5.	Tuesday Extended Day PD	Regular Day + PD until 4:15pm	7:15 AM	4:15 PM	9:00
6.	Early Dismissal 1PM	Early Dismissal 1PM	7:15 AM	1:00 PM	5:45
7.	Early Dismissal for Students and Regular Day for Staff	Student Early Release + PD until 3:09pm	7:15 AM	3:09 PM	7:54

Part II: Additional educator hours

Teachers may be required to participate in professional development activities, or student-related activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends.

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 23-24 is August 21st, please be sure to use the correct table to record (and transfer) events from your calendar tool into this document.

A. Summer Events Prior to August 21st

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A

TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/21/23	0 hrs
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B. Other Events *on or After* August 21st

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Welcome back BBQ	August	1.5
Open House/Fall Celebration	October - TBD	2
Student Led Conferences	March 13(3:09-6:09 pm)	3
Spring Celebration	April/May TBD	1.5
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		8 hrs

Part III: Total educator hours

The total educator hours are a combination of “school year hours” and planned “additional events” that require educators’ presence that fall outside of the typical workday.

The calendar tool automatically calculates these numbers based on your day types so no additional calculations are needed. If you have a strictly a 6-8 or a 9-12, feel free to leave the row that does not apply blank. Schools with educators in grades 6-12 should use both rows as time requirements may differ. Either way, this information is coming directly from your school’s calendar tool.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	0	1472	8	1480	189

2. Staff workday

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.

In addition to traditional responsibilities in a typical workday, all staff may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school and colleagues to improve one’s instructional practices;
- Attending student-related meetings

3. Additional staff duties

A. During the Workday

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school’s mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including,

but not limited to (examples are below but a school can customize):

- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students;
- Substitute coverage of classes and duties of others who are absent from school;
- Duties within hallways and outside of bathrooms
- Development and maintenance of hallway bulletin boards
- Coverage of homeroom periods
- Coverage of lunch periods, break periods, or block periods, allowing for teacher to have at least one block prep

If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed preparation periods or during collaboration time, they shall be compensated at \$35 per/occurrence.

B. Afterschool Support for Students

Teachers may work after school each week to provide after school help to students. If teachers decide to provide after school tutoring, it would need prior approval by the buildings Principal and educators will be paid at the contractual hourly rate. Clubs and afterschool support are encouraged.

4. Professional learning

Teachers are required to participate in professional development activities throughout the school year, including before and after the school day for students, and immediately before or immediately after the school year starts and ends as outlined in section 1 above from the calendar tool. Most professional learning activities should be connected to TLT identified priority levers and the capacity and skill building needed to help the school reach their improvement goals.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal.

5. School curriculum issues

The school's curriculum will be aligned with the Massachusetts State Curriculum Frameworks and receive a high rating for quality and rigor as defined by [Edreports](#). In instances where highly rated curriculum is not available, teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and will have an opportunity to provide feedback.

6. Notices and announcements

Teachers will be notified 2 weeks in advance of special events which will involve students such as Zone, district, or school mandated assessments, health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept to an absolute minimum.

7. School health and safety issues

The school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning. Security of school premises will be maintained. Visitors to the school will be required to check in upon entry and all members of the school community are expected to monitor visitors without badges and immediately report these instances to the main office or security desk.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

8. Staff dress code

Staff are asked to dress professionally for a school setting*. Excessively casual clothing such as ripped jeans, revealing clothing, beach wear, basketball shorts, sweatpants (non-JFK) are not permitted. Headphones are not permitted in academic settings or hallways.

*PE teachers are able to wear athletic wear

**Some approved exceptions may apply

9. Class size

Efforts are made to ensure a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development and/or to support a school's specific model (e.g.,co-teaching, dual language, etc.).

10. Bulletin boards

The Springfield Education Association (SEA) will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

11. Family-teacher communication

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. Teachers may be required to make regular phone calls to families about the academic progress of students (mandatory for any students who are failing), as well as respond to family inquiries via email, phone or in-person meetings throughout the school year. Teachers are expected to respond to inquiries within 48 hours during the business week. Teachers are not required to respond to families outside of the work week. Teachers are expected to keep a record of communication with families (ex. DOJO, google voice, PowerSchool SSP).

School Priority Levers Form: J.F. Kennedy Academy

Ways in which the faculty was engaged in Phase 1 of School Planning:

- TLT meetings
- Surveys - Yes Insight Survey
- Review of SQR - In GLT meetings and TLT

Priority 1

Selected Lever: Level 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity

1. Instructional Leadership for Equity
2. Curriculum and Instruction
3. Feedback Systems for Building Educator Capacity
4. Professional Learning and Collaboration

What is our most concerning data, and what are some emerging theories of what needs to improve to drive better results?

Data-driven instruction, checking for understanding - feedback to students: our SQR report, our school received a beginning score in this area which was a decrease from 2021-2022.

Data:

2f: Data-Driven Instruction	Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real-time to further student learning.	<i>Beginning</i>
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Feedback from SQR related recommendations to data-driven instruction:

- Continue to foster planning for multiple strategies and/or student work exemplars.
- Ensure that all teachers and teams plan for students to use multiple strategies to approach a problem and/or create student work exemplars during the planning process.
- Build teachers' capacity to check for understanding and adjust instruction
- Use professional development and/or teacher team planning time to establish the purpose and value of checking for understanding and adjusting instruction in-the-moment. Support teachers in planning and executing checks for understanding. Support teachers to anticipate student misconceptions that may arise through checking for understanding and plan adjustments to their instruction (regrouping, re-teaching, etc.) they may make if they observe those misconceptions.
- Build teachers' capacity to provide students with feedback on work quality. Use professional development and/or teacher team planning time to build teachers' capacity to provide feedback on the quality of students' work. Approach this as an extension of planning practices many teachers are already engaging in—namely, creating exemplary work products and identifying multiple strategies.
- Throughout our classrooms DDI is normally present, however it has been too inconsistent at times.
 - 7th grade math - One educator growth of 66 and the other 47 on MAP - DDI is not as consistent in the class with 47 as evidenced through observations and walkthroughs
 - 6th grade ELA - One educator growth of 60 and the other 42 - DDI not as consistent from one teacher to the next.
 - From this data - ensure content teams include the modeling and practicing of lessons - add in peer feedback for next year (buddy system)

Working Theory: If we provide teachers with professional development on data-driven instruction, coach teachers on how to implement data-driven instruction and create a 'buddy system' to ensure all teachers have peer support to implement data-driven instruction, then the quality of instruction will improve and students will receive the individualized support they need to learn during core instruction.

What questions or information will be needed to refine your theory of action and set goals in this priority area?

- What is Kennedy's instructional vision statement?
- Does our instructional vision reflect our desire to have data-driven instruction in our classrooms?
- How do we incorporate this into professional development?
- When will we begin the buddy system in order to provide peer to peer coaching regularly and provide on the spot feedback to each other?
- How do we align our systems so that students are getting formal and informal feedback on a regular basis in each classroom?

Priority 2

Selected Level: Level 4

Text of Lever: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

What is our most concerning data, and what are some emerging theories of what needs to improve to drive better results?

Attendance, family sign up on DOJO, Responsiveness to Families

Data:

- The SQR indicated that the following indicators are developing and are areas for improvement

4e: Clear and Consistent Student Culture	Students are following routines and procedures outside of classrooms (entry, dismissal, passing time, lunchroom, school events) that are consistently articulated by teachers and school staff.	Developing
4f: Responsiveness to Families and Caregivers	School leaders and teachers respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.	Developing
4g: Families as Partners	School leaders and teachers design structures and processes that encourage families and community members to engage as partners in raising student achievement.	Developing

- 4e - dropped from Established to Developing - This is due to student feedback and some negative staff-student interactions. Below are recommendations from the SQR:
 - Set and monitor ambitious goals aligned with the vision for culture. There are currently school-level goals related to attendance, family engagement, and disciplinary referrals/suspensions. These goals have driven progress, particularly in relation to reducing referrals and suspensions. Set similarly ambitious goals related to the expanded vision for culture. For example, set a goal or goals for students' reported perception of belonging as measured by student surveys. Consider setting a goal or goals related to (a) the number of referrals for interpersonal aggression or conflict and (b) student and family satisfaction with conflict resolution.
- 4f - Attendance has been a concern and is being addressed through Family Coordinator, attendance contracts and increasing student culture. Ensure that families are signed up on DOJO and ensure staff communication is happening regularly.

- 4g - Create more activities for families to be a part of and allow for them to have a seat at the decision making table.

Working Theory: If Kennedy develops a clear vision for the climate and culture in our classrooms and our school, supports teachers to implement clear and consistent routines then we can involve families in outlining decision-making. After this is set systems in place to monitor behavioral data to track progress against these goals, which in turn will improve the overall climate and culture in our school.

What questions or information will be needed to refine your theory of action and set goals in this priority area?

- When do we Incorporate student surveys quarterly to gather student feedback?
- How do we create professional development prior to the school year beginning to educate on mediations and conflict resolution between students and staff and staff-staff interactions?
- What does the Family Insight Survey data say to help us further understand what families need so we can improve our responsiveness?
- How do we currently partner with families now and how can we strengthen those partnerships?
- How might we include families in the decision-making process to improve our school?
- How will we develop a vision for climate and culture in our school?
- What does the Teacher Insight Survey data say about our instructional culture - are there any connections between what is happening in classrooms and the overall climate and culture in our school?

Priority Levers Goals: J.F. Kennedy Academy

Priority 1: Coherent Actions for Improving Assurances for Educational Equity.

Working Theory of Change: *If we provide teachers with professional development on data-driven instruction, coach teachers on how to implement data-driven instruction and create a 'buddy system' to ensure all teachers have peer support to implement data-driven instruction, then the quality of instruction will improve and students will receive the individualized support they need to learn during core instruction.*

Progress made thus far (synthesis from faculty):

- Adopted new curriculum for ELA - Amplify.
- Coaching for new teachers in the beginning was strong.
- Grade level teams (GLTs) have been productive and positive.
- Student ownership improved across all grades and curricula.
- MAP Growth nearly 60 in ELA and Math (Fall to Winter).

Where we run into obstacles (synthesis from faculty):

- Giving consistent feedback throughout the year and following through with meetings with staff.
- Consistency with data-driven instruction weekly and daily - PD early on this.
- Aligned vision this year seemed off, seemed to be adopted from Duggan rather than our own.
- Deans and admin being split by grade rather than working as one unit to align school systems.
- Finding time to have more vertical content team time.
- Implementing useful and productive PD to use immediately in classes.
- Coaching consistency.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):

1. **Continue to gather data from staff on what PD they need.**
 - Aligning all "Kennedy language and systems" especially for new teachers.
 - SPED and ESOL and interventionists.
2. **Become "experts" with the curriculum.**
3. **PD on data-driven Instruction.**
4. **Weekly coaching on data-driven Instruction and buddy time.**
 - Try to build time into the schedule for this to happen.
5. **Refocus on lesson plan design and structure.**
6. **Implementing changes to admin for next year to be more schoolwide.**
7. **Include data time for students to understand their data and actually track data.**
8. **Implementing leadership positions into 2023-2024 - culture leads and Instructional Leadership Team (ILT)/coaches.**
9. **Align vision to encompass all curricula.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):

- Share Kennedy's new instructional vision statement. Ensure this reflects desire to see data-driven instruction (DDI) in classrooms.
- Model DDI during our PD sessions explicitly.
- MAP data PD early - after first MAP.
- Special Education and ESOL literacy working together - share WIDA tools.
- Determine roll out of "buddy system" and what exactly it will look like.
- Align systems across all curriculum to ensure formal and informal feedback is happening with students and amongst staff.

Priority 2: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

Working Theory of Change: *If Kennedy develops a clear vision for the climate and culture in our classrooms and our school, supports teachers to implement clear and consistent routines then we can involve families in outlining decision-making. After this is set systems in place to monitor behavioral data to track progress against these goals, which in turn will improve the overall climate and culture in our school.*

Progress made thus far (synthesis from faculty):

- Restorative conversations kept students in class more.
- Communication around testing.
- Using ClassDojo as a communication tool with families.
- Recovered quickly from some adversity this year.
- Student support center (SSC) tracker accurate and solid data.
- Suspensions down nearly 50% from last year.
- MAP Growth nearly 60 on ELA and Math (Fall to Winter).

Where we run into obstacles (synthesis from faculty):

- Develop vision that includes not just instructional vision but climate and culture as well.
- Staff buy in to using ClassDojo consistently.
- Family communication - finding time.
- Teacher input on field trips and cohort changes.
- Sodexo to student celebrations.
- Dress code enforcement and consequences.
- 2-way communication (not just teacher/staff driven).
- Develop routines that are school-wide to ensure consistency throughout each grade.
- Family involvement in school decision making - low family involvement at times.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):

1. **Full faculty revisited the climate and culture of the school giving feedback in Grade Level Team (GLT) meetings. Continue to get input to drive thinking in terms of the Teacher Leadership Team (TLT).**
 - a. Teach how to build respectful relationships with students explicitly.
 - b. Align language and routines and procedures school-wide but ensure that staff is implementing them across the board.
 - c. Ensure tracking system is set up for Crew lessons.
2. **Continue to improve family involvement in the school community**
 - a. Be vigilant in ensuring families and caregivers are signed up on ClassDojo in order to ensure that their voices are heard and are involved in decision making.
 - b. How to share data with staff in order to keep them involved and a part of the process.
3. **Clean up chronic absenteeism utilizing a multi-faceted approach.**
 - a. Parent facilitator - Child Requiring Assistance (CRA's) etc
 - b. How to increase student engagement for students who are here but not present in lessons etc.
4. **Quarterly family/student surveys to increase student and community voice.**
5. **Closing the loop - tracking data in these areas and then informing teachers monthly etc.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):

- Share new vision and explain to staff.
- Data-driven instruction PD early.
- Educator's within the building to run PD with the knowledge of need inside the building.
- ED camps - building a culture and community of learning.
- Special Education and ESOL literacy working together - share WIDA tools.
- Next level trauma informed PD for all staff not just SEBS - differentiated.
- Buddy system - Do we implement and will it work?
- Differentiated work for veteran and newer staff.