

Kennedy School Improvement Plan



Problem Statement: The majority of students are not performing on or above grade level in reading. Across the NSCAS graphs, the developing category is consistently higher than on-track or advanced. Kennedy is scoring in the 41st percentile K-5 for reading as measured in the MAP system. Kennedy is scoring at the 31st percentile K-5 for math as measured in the MAP system.

Root Causes:

- Demands of complex text (Rigor and Engagement)
- Utilizing vocabulary (Speaking, Listening, Reading and Writing opportunities across the curriculum)
- Ability to decode and encode (Phonics and Word Story)
- Lack of stamina, fluency, and value (Growth Mindset)

Goal 1: By June 2026, we will increase our overall percentile by 10 points as measured by MAP (K-5). May 2025 – 41st Goal: May 2026- 51st . By June 2030 we will increase our overall percentage of students reading on track as measured by NSCAS to 100%. June 2025 – 31.5%. June 2026 – 42.2%; 2027 – 58.9%; 2028 – 72.6%; 2029 – 86.3%; 2030 – 100%

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and at what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? Budget Planning
Intentional planning for speaking, listening, reading and writing opportunities across the curriculum to increase vocabulary and fluency.	Designing and aligning visual cues for speaking, listening, reading and writing opportunities (aligning to PAWS of MTSS-B) Teaching sentence level writing instructional strategies and supports	Use of visual cues and strategies for SLRW Student engagement in the strategies or structures for SLRW with identified vocabulary Use and inclusion of writing opportunities across the curriculum	School Wide	Use of Visual Cards/ Cues (Daily and Observed in Walkthroughs)	Connection between reading and writing / Science of Reading <ul style="list-style-type: none"> • Rationale for SLRW • Building Background • Vocabulary & Fluency Sentence Level Writing <ul style="list-style-type: none"> • Sentence Expansion • Unscramble Sentences • Fragment vs Sentence • Sentence Types
			Collaborative Team	Lesson Plan Checks (Monthly) Work Samples Analysis (1 per PLC cycle)	
Rigor and Engagement strategies for complex text and word study (Structured Literacy K-2, Multisyllabic 3-5)	Teaching complex text strategies (S&C, TRTW, Close Reading, TCPD) Building instructional routines for word study (Structured Literacy K-2, Multisyllabic 3-5)	Use and inclusion of complex text strategies, supporting graphic organizer and/or anchor charts Common teaching time for Structured Literacy and inclusion of Word Study in 3-5 in schedules	School Wide	Fidelity to the schedule	Teaching Complex Strategies <ul style="list-style-type: none"> • Stronger & Clearer • Talk Read, Talk Write • Close Reading • T-Chart Pair Defend Instructional routines for word study
			Collaborative Team	Lesson Plan Checks (Monthly) Work Samples Analysis	

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Problem Statement: Estimating that 38% of students are chronically tardy and missing valuable literacy minutes, we need to work on increasing the number of minutes our students are in class learning.					
Root Causes: <ul style="list-style-type: none"> Avoiding traffic congestion (Policy Change) Lack of awareness of instructional time missed (Communication Opportunity) Schedules vary from class to class (Common Scheduling) 					
Goal 2: By June 2026, we will reduce the percentage of chronically absent students from 31.23% to 28.59% by targeting our chronically tardy students.					
Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and at what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation?
Bringing awareness to instructional loss from being tardy	Communication loop with families (Website, Dojo, Email, Phone, etc...) <ul style="list-style-type: none"> the importance of attendance instructional time impact on grades & success Common scheduling and share-out (website) for families Collaboration with DMG	Parent communication and documentation in IC Fidelity to the schedule SMART goal attainment	School Wide	IC Parent Log Tableau data dive monthly Bi-Monthly Emails	Common script for attendance calls or messages -- focus on missed learning Documentation in IC
			Collaborative Team	Fidelity to the schedule DMG SMART goals; weekly meetings	
Routines and Procedures for effective arrivals and dismissals	Sign in log for tardy (greater than 15 minutes) Communication of safety of dropping off and picking up	Documentation of tardies Documentation in IC	School Wide	Sign In Log for parents IC attendance checks	Common attendance time Common script for tardy families Clearly defined procedures
			Collaborative Team	Fidelity to the schedule	

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Problem Statement: Too many students are missing instructional time due to behavior (Visiting buddy rooms, PAC, office referrals, eloping/wandering, etc...)					
Root Causes: <ul style="list-style-type: none">Consistency in response to behavior (Interventions and Response Techniques – Restorative Practices)Avoidance of class work or tasks (Value and Scope and Sequencing to Learning)Lack of engagement opportunities (Rigor and Engagement in task)					
Goal 3: By June 2026, we will reduce the number of behavior referrals (including PAC) related to classroom disruption by 20%. May 2025 - 129, May 2026 – 105.					
Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and at what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here		Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
Classroom management and regulation strategies to promote consistency in response to behaviors (Staff and Students)	Teach self-regulation strategies and responses to behaviors (Restorative Practices) Review procedures and routines (non-negotiable) Dedicated meeting time for MTSS-B - bi-monthly	Consistent use of intervention strategies, steps, and language of MTSS-B Display, reference and enforcement of procedures and routine (School Wide Expectations) Attendance and participation in meetings	School Wide	Universal Screener Tableau	Strategies for Management / Regulation <ul style="list-style-type: none">Teach Like a ChampionRegulation Word Tips (Student News) [RULER] Setting Up and Maintaining Documentation for MTSS-B
			Collaborative Team	Updating MTSS-B tracking looked at monthly Appropriate documentation checks	