

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Linda Ashley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name J. F. Kennedy Memorial Elementary School
(As it should appear in the official records)

School Mailing Address 551 Pond Street
(If address is P.O. Box, also include street address.)

City Franklin State MA Zip Code+4 (9 digits total) 02038-2798

County Norfolk County

Telephone (508) 541-5260 Fax (508) 553-0892

Web site/URL https://www.franklinps.net/j-f-kennedy-elementary-school E-mail ashleyl@franklinps.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Sara Ahern E-mail aherns@franklinps.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Franklin Public Schools Tel. (508) 553-4819

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Anne Bergen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	19	17	36
1	31	23	54
2	45	28	73
3	35	30	65
4	33	28	61
5	32	30	62
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	195	156	351

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 5.1 % Asian
 - 0.6 % Black or African American
 - 4 % Hispanic or Latino
 - 1.7 % Native Hawaiian or Other Pacific Islander
 - 86.6 % White
 - 1.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2018	370
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Hindi, Hebrew, Chinese

English Language Learners (ELL) in the school: 1 %

3 Total number ELL

7. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 36

8. Students receiving special education services: 24 %

83 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>18</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>14</u> Developmental Delay | <u>15</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	97%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

At Kennedy School, staff and families collaborate to encourage and challenge students to thrive by providing a safe, nurturing, and enriching learning environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Kennedy Elementary School is one of six elementary schools in Franklin, Massachusetts, a suburb of Boston. The town of Franklin was incorporated in 1778, and named in honor of Dr. Benjamin Franklin, who donated books for the town's residents to use in appreciation for this honor. The Franklin Public Library was America's first lending library, displaying the original Franklin collection in the library's Reading Gallery. The town of Franklin continues to support education through the strong support of its public schools and by providing a wealth of lifelong learning opportunities for its residents of all ages.

Kennedy School serves approximately 350 students in grades K-5. Our school community includes the district-wide GOALS special education program that supports students with Autism Spectrum Disorder (ASD). This program is an integral part of our inclusive community. Teachers and specialists provide inclusion opportunities throughout the school day to assist all students in reaching their full potential. Our school celebrates and embraces our students' different backgrounds and cultures. Families are encouraged to come to school to share their cultural traditions with our students. Learning about unfamiliar cultures through our families' lived experiences are important ways for our students to appreciate diversity and the world outside of our community.

Kennedy School is a special place to grow and learn due to our strong collaborative partnership between school, home, and community. We have multiple means for our school staff and families to engage in two-way communication to share thoughts, questions, and concerns to provide the best possible educational opportunities for our students. We encourage parents and guardians to become active and involved in our school community in whatever ways they are able, such as volunteering for school events, assisting in classrooms, working on volunteer projects at home, and communicating regularly with teachers and administrators.

Our Kennedy Parent Communication Council (PCC) actively supports our school through its mission to provide enrichment programming and grants for teachers that enhance the K-5 curriculum through a variety of fundraising efforts. Authentic learning is at the heart of our teaching at Kennedy. Teachers collaborate to research and plan real-life educational experiences through cross-curricular units of study. These unique experiences provide a springboard for students to deepen their learning about topics they are interested in and as well as showcase valuable resources and occupations in our local community. Our teachers partner with the many vibrant cultural and academic institutions in nearby Boston, Massachusetts and Providence, Rhode Island to bring experiential learning into our classrooms. Students have opportunities to investigate marine life from the New England Aquarium, excavate an archaeological site with artifacts from the Brown University Haffenreffer Museum of Anthropology, and explore a pond ecosystem with a Massachusetts Audubon Society naturalist. Our teachers thoughtfully plan field trips so that students have opportunities to participate in cultural events that expand upon the art, music, wellness curricula. Students actively engage during Rhode Island Philharmonic Orchestra concerts and participate in the regional Special Olympics games. Our students display their artwork at the Franklin High School and Town Hall for the community to enjoy. Our poet in residence in fourth-grade classes is a tradition we all look forward to each year.

Kennedy teachers and staff members utilize their educational experience and passion for continued professional development to meet our students' wide range of learning needs. We strive to meet Franklin School District's core values to nurture a safe, supportive, inclusive, and collaborative learning environment; provide students with an engaging and rigorous curriculum with exemplary instructional practices, and engage the community through effective communication to support learning.

At Kennedy, we have a deep commitment to working together with our highly effective teams of teachers, staff members, and administrators. We share a collective belief that we need to continually reflect on our educational practice and use feedback to improve student outcomes. We continuously work to increase our effectiveness as high-performing teams by experimenting with protocols and tools to assist us in problem-solving and responding to challenges to meet our students' academic and social-emotional needs.

Social-emotional learning is an area of focus in our school and a primary goal in our current School

Improvement Plan, which is supported by staff and families. In every classroom at Kennedy, staff members work together to help students develop connections to school, support positive behaviors, and acquire the skills associated with the core competencies for social-emotional learning. Through a variety of research-based instructional methods, students learn how to gain independence in using self-regulation strategies, improve their ability to manage their emotions, and respond to conflicts they may experience. Teachers and administrators have received extensive training in how to create safe and enjoyable school and classroom communities by embedding consistent routines into the school day. We set high expectations for students to make positive and meaningful choices and learn to solve problems together as a classroom community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The philosophy of putting students first guides the Franklin Public Schools and the Kennedy Elementary School. Every decision that the school makes is student-centered and revolves around the needs of each learner. We ensure that we maintain high levels of equity and access to resources and learning for all students and families.

The Kennedy Elementary School staff takes great pride in the high quality of education that each student receives, including the appropriate supports for struggling learners as well as extension and enrichment opportunities for high achieving learners. Educators support all students in a multitude of ways across all three tiers of instruction. Classroom teachers are the primary provider of academic content, but our elementary math and literacy specialists also provide academic remediation and extension as needed. Our special education teachers support students with disabilities in achieving team-determined goals. The community of teachers takes responsibility for student growth and achievement to heart and collaborates extensively to provide abundant learning opportunities for students. Teachers and staff build partnerships with families to foster home-school connections that support each child to learn and thrive in our school environment. We warmly welcome new families into our and provide resources to support a successful transition into a new community.

1b. Reading/English language arts

The Franklin Public Schools and Kennedy Elementary School approach reading/English language arts with three critical components in mind: reading, phonics, and writing. A literacy block each day allows for deliberate and intentional instruction to meet the needs of each student in these areas. We utilize a workshop model for both reading and writing, built upon the research-based work of Lucy Calkins. Interdisciplinary work that uses literacy embedded into the curriculum is a newer area of focus, but a significant one, especially in the areas of non-fiction reading and writing and the integration of these skills into our science and social studies curriculum.

In reading, students are encouraged to read extensively and independently at a “just right” instructional level. Lessons focus on monitoring for comprehension, and students read independently to practice new reading strategies. Strategies are taught to the whole class during mini-lessons before the class engages in their independent reading time. The teacher confers with students as they are reading and notes progress on strategy development, recommending new reading materials or levels, and checking on understanding. We use the Developmental Reading Assessment (DRA-2) as well as district benchmarks to monitor achievement and growth. Reader’s workshop may also include an interactive read aloud or time for students to share how they used a reading strategy while independently reading.

Similarly, during the Writer’s Workshop time, the teacher introduces strategies, generally using a mentor text, matched to the learning objectives. The bulk of writing time is for students to engage in writing. The teacher confers with students about their writing pieces asking probing questions to elicit greater clarity, more in-depth development of main ideas and details, and more sophisticated word choice. Students write about topics of personal interest while writing in a variety of genres. Writing lessons in all grades focus on writing organization as well as the depth of content with appropriate attention to detail. Students learn how to use pre-writing strategies and visual models to organize their ideas and information. We assess students’ writing progress using district created writing benchmarks assessments and rubrics.

As a district, we use the Foundations phonics program in Grades K-3. This structured and scripted approach to phonics is aligned vertically to ensure that all students have the necessary background for reading success. Assessments are built into the program and are used in each grade at Kennedy and within the district. Based on assessment results, students requiring additional practice are identified and then supported appropriately.

In grades 4 and 5, teachers teach word study to enhance student use of various constructions of words and to provide a greater understanding of how the English language and grammar are essential in our overall study of literacy.

1c. Mathematics

The Franklin Public Schools and Kennedy Elementary School approaches Mathematics with the foundational belief that students must construct a deep understanding of mathematical concepts before moving toward rote or algorithmic approaches to solving. Teachers use a wide range of strategies to develop this deep understanding, including the use of manipulatives, games, collaborative work, accountable talk, and math discourse at the appropriate level. Fluency in math facts is a critical component of mathematical success, which is practiced both at school and home. Also, students are immersed in problem-solving using real-world and relevant problems. Materials and videos come from our base resource by enVisions but are heavily supplemented by other materials, mainly from EngageNY. We are currently reviewing math programs for future use. We will be piloting the new Illustrative Mathematics, which is used in all three of the Franklin Middle Schools as well as in Algebra I and Algebra II at the High School. We are mindful of students' needs as they progress along the K-12 mathematics continuum, paying attention to students who struggle as well as those who easily achieve.

Teachers divide the math workshop period into three significant sections utilizing a gradual release of responsibility instructional strategy. Math workshop begins with a whole group focus lesson, followed by time for students to engage in group work to practice specific skills and strategies. This time may include some required independent work for all students, followed by choices of math games and problem-solving projects with the teacher working with individuals or small groups. Similarly, students could be assigned specific work based on needs identified during a previous formative assessment while others are working on enrichment activities. The teacher would be circulating, and assisting those who need support, asking inquiry-based questions to foster students' thinking and math discourse. Special education teachers, interventionists, and other specialists may co-teach with the classroom teacher during math workshop to work with specific students or groups of students on previously identified goals and objectives. The class comes together again at the end of the math period to summarize their learning for the day and share their work. Teachers check for understanding by asking students to answer a problem on an exit ticket or use other quick informal assessment strategies to inform instructional planning for the next day.

At Kennedy, we make sure we utilize both formative and summative assessments with a clearly defined purpose. Teachers informally assess as needed to check for understanding and to determine how to differentiate instruction to meet a wide range of students' math performance levels. Summative assessments generally take the form of benchmark unit tests that are common across the district. Our math specialist assists teachers in analyzing assessment data to help identify the needs of students so that teachers can fill knowledge and skills gaps where they may occur as well as determine instructional pacing and enrichment planning.

1d. Science

At Kennedy, we engage students in learning science through inquiry-based teaching approach, providing opportunities for students to engage in discovery using experimentation and real-world problems to solve. Teachers design inquiry-based science instruction aligned to the most recent Massachusetts Science Curriculum Framework using StemScopes lessons and experiments as our base resource. Teachers use Mystery Science as a secondary resource, and many teachers work together to find engaging multimedia lessons from other sources that incorporate quality non-fiction reading material. The integrated approach of the Science Curriculum Framework allows students in all grades to have multiple experiences in earth and space science, life science, and physical science as well as engineering and technology concepts and skills. As the school district aligned science instruction to the new curriculum, teachers participated in professional development in both science concepts as well as pedagogy.

Students typically investigate a scientific concept or phenomena through the use of a guided, hands-on lab activity. Often students work in partnership with another student or small groups during this phase of

learning. The teacher acts as a facilitator as students conduct their exploration, make and record their observations, and discuss their findings with peers. The discussion includes the presentation of evidence to support their thinking to ensure that students are on the right track in constructing new knowledge. The StemScopes materials encourage the use of the Claim, Evidence, Reasoning (CER) approach, and students finalize and often write their conclusions using this format. Sometimes, depending on the developmental stage of the students, this can be done collaboratively as a class. In the upper elementary grades, this becomes a more partnered or independent activity as students hone their scientific reasoning skills.

1e. Social studies/history/civic learning and engagement

Social studies/history/civic learning and engagement (300 words)

The Franklin Public Schools and Kennedy Elementary School have worked diligently to align our curriculum to the new Massachusetts History and Social Science Framework, and we will be ready to implement these new standards next year. A curriculum team of teachers from across the district has been developing curriculum documents and units of study over the past two years. In the meantime, social studies continues to be taught in our classrooms using the older Frameworks with some expanded opportunities to “experiment” with the new content that will be added and required next year. Teachers use a variety of materials to meet the needs of their students, and primary sources are a vital component of this work. Teachers recently engaged in professional development to review the curriculum and develop a greater understanding of both the changes from the old to the new Framework as well as the expected shift in standards and pedagogy.

Teachers, supported by the Elementary Literacy Specialists, work hard to integrate the social studies standards into the literacy standards and vice versa. This approach has allowed us to focus on non-fiction reading and writing that complements the social studies curriculum. Autobiographies and biographies have been a constant in this work as has other accounts of primary sources found in a variety of children’s educational resources and periodicals. Students also read and learn about realistic fiction and historical fiction during integrated reading and social studies lessons. We are working on incorporating social studies and civics content into other subject areas to immerse students in integrated units of study that maximize the quality of social studies instruction.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Kennedy School believes in a balance between academics, the arts, and athletics for all students. Students in each grade attend weekly classes with very talented specialist teachers in “special” areas. We value our specialist teachers and expect their participation and contribution in all areas of the school. They regularly help to develop school-wide activities that promote the arts, health and wellness, and support of the academic curriculum. The social-emotional health of each student is a priority, and we know that students who are sometimes reluctant learners in the typical academic classroom often excel in these areas. Special subject areas are integral parts of the student experience and the school as a whole. Students look forward to their daily special and form lasting relationships with our art, music, and health/PE teachers that they may have for all six years as Kennedy students.

Each child attends a fine arts class that meets for 40 minutes a week with grade-appropriate curriculum and materials. Teachers have the flexibility to design their curriculum and develop art projects that meet the specific needs of the students while addressing the content standards aligned with the Massachusetts Curriculum Frameworks. Students in the GOALS program also participate in art classes that provide an essential environment for peer interactions and specific therapies in an alternative setting. Additionally, the art teacher collaborates with classroom teachers to find opportunities to integrate art projects into the academic curricula to deepen and bring alive learning in the classroom. Teachers display students’ artwork throughout the school, bringing joyful expression to our hallways and common areas. Students’ artwork is

also exhibited in Franklin community buildings to present completed pieces to an authentic audience.

All students also attend a weekly music class. Students learn basic music theory while participating in making music with their classmates. Students make music with a variety of handheld instruments at each grade. Third graders begin their study of the recorder, and fifth-grade students learn how to play the ukulele. Each student in grades 3-5 attends a weekly chorus session in addition to their general music class. Chorus concerts are joyful occasions that are well-attended by families and community members. Students showcase their musical achievements, using their voices as well as their recorders and ukuleles. Concerts are recorded and shown on local cable TV.

Students attend both health and physical education (PE) classes at each grade level. Our Health and PE teacher tailors lessons to meet students' needs and provides accommodations for students to maximize inclusion opportunities. In physical education, students engage in learning about the need to move their bodies while playing age-appropriate games and participating in physical fitness activities. The Health curriculum provides students with the opportunity to learn about a variety of topics in a developmentally appropriate manner. Topics include but are not limited to nutrition, substance abuse, and growth and human development. Our health and PE teacher provides additional small group PE classes for students who are unable to fully participate in grade-level classes with their peers due to an injury or disability. Occupational and physical therapists join PE lessons to provide specialized instructions and support for students with individualized education programs (IEPs).

Lastly, students in each grade attend a weekly class in the school library during which they choose books to borrow for the week. Our library education support professional also reads a book or story with each class during this time, and students are encouraged to listen, ask questions, and actively participate during this read aloud. Books chosen for read-aloud include classic favorites as well as newly published books. A variety of themes are explored and often mirror the academic content taught in class and the social-emotional learning competency of the month.

3. Academic Supports:

3a. Students performing below grade level

In Kennedy classrooms, all students are supported and challenged to reach their full potential. We recognize the importance of utilizing a variety of assessment types to inform our instructional decision-making to maximize student learning and achievement. As educators, we reflect on our instructional practices and students' progress to determine how to implement interventions when students need extra practice, review, or content and skills presented differently. During weekly planning meetings, teachers at each grade level, along with curriculum specialists and administrators collaborate to analyze students' classwork and assessment results. Teachers use this data to adjust student groupings, instructional strategies, and lesson plans to meet students' individual learning needs and styles.

Teachers work together to modify assignments and provide instructional tools and accommodations, such as visual models, small group instruction, and technology resources to support students' success and achievement. Curriculum specialists, special education teachers, and our interventionist work together with classroom teachers to implement various inclusion co-teaching models and small group lessons that are adjusted daily to match students' progress toward meeting learning objectives. Our dedicated education support professionals provide valuable small group and individual intervention lessons that are planned by classroom and special education teachers. Intervention lessons focus on targeted reading and mathematics skills that are monitored and assessed during each eight week intervention period.

Professional development is focused on research-based effective teaching practices to deepen our knowledge and provide opportunities for teachers to share instructional ideas in vertical teams across grade levels. We have been developing and enhancing how we give effective feedback to students to improve student achievement. Teachers are working on providing timely, specific, and meaningful feedback to support students in making improvements by working toward individual learning goals. Students use a checklist of success criteria to guide their work as they complete a science experiment report. Students

actively engage in improving their writing pieces by implementing changes to their writing based on their teachers' written feedback in Google Classroom.

3b. Students performing above grade level

The Kennedy Elementary School teachers implement research-based instructional strategies appropriate to develop and sustain the highest quality of education possible for our students at or above grade level. Classroom teachers meet regularly to review and analyze student assessment data and plan differentiated learning experiences that meet the needs of our highly capable and advanced learners. Students engage in project-based learning opportunities and conduct research and science experiments specific to each child's interest and learning style. Students in all grade levels solve real-world problems that require critical thinking, use of hands-on manipulatives, and effective reasoning strategies.

The students at Kennedy School engage in interdisciplinary work that is personalized and meaningful. Classroom teachers collaborate with our specials teachers to integrate art, music, and movement into interdisciplinary projects. Within the math and reader's workshop model, students engage in higher-level thinking strategies by solving challenging math problems and reading books at their independent reading level. Advanced learners work in cooperative groups on projects that teachers design to foster a culture of student leaders. Students participate in book clubs in which they lead rigorous discussions, publish writing pieces, design presentations, and create artwork. Student work is celebrated and shared with authentic audiences such as published authors, scientists, poets, and engineers. Our teachers play a critical role not only in encouraging student interests and linking them to planned units but also in helping students discover new interests and authentic learning experiences.

Meeting the academic and social-emotional needs of our highly capable and advanced learners is vital to the mission of our school. As a school community, we recognize the importance of differentiating lesson plans by content, product, learning styles, and student interests. For this, our advanced learners continue to take academic risks and engage in meaningful learning experiences. Teachers provide choices for the ways students demonstrate what they know and understand. Students are motivated and excited to complete culminating projects which take on a variety of formats selected by students, such as a three-dimensional model, a tile mosaic, and a slideshow. At Kennedy, we continue to look for ways to give students more autonomy to help them connect with their strengths and interests, which fosters motivation and independence.

3c. Special education

Of our total school population of 351 students, 83 (or 20%) are eligible for special education services. This percentage is slightly higher than our district average because Kennedy hosts our district special education GOALS program, which consists of two classrooms and 13 students. We are committed to ensuring that all students receive an appropriate and effective educational experience that encourages academic, emotional, physical, and social growth. Our comprehensive range of services and programs promote supportive learning environments that help all students to reach their potential while maintaining high-performance standards and closing achievement gaps. Through a strong commitment to inclusion, classroom teachers and special educators collaborate to plan and provide instruction for students with diverse learning needs.

Our school-based professional development focuses on topics relevant to our school-wide goals to increase the effectiveness of specialized education within the inclusion classroom and how to support our students' growing social-emotional needs. Additionally, staff members provide workshops and share their expertise focused on social-emotional learning, positive behavioral approaches, and how to integrate technology into the classroom. Our students with disabilities find confidence and success in school through the use of technology tools for verbal communication, writing, and presentations.

In our GOALS program, students participate in instruction in both the GOALS classroom and in the inclusion classroom settings. The GOALS program acronym stands for Generalization Of Academics, Language, Social Skills. Special educators collaborate with our speech-language pathologists, occupational therapists, and our district board-certified behavior analyst (BCBA) to provide a positive and productive

learning environment for our students with autism and related disabilities. Our students learn academic, communication, and social skills needed to be contributing members of the school and community. A primary focus of the program is to build independence in the areas of communication and social skills necessary to access curricula and social opportunities in the general education setting. Students' individualized needs are met through a transdisciplinary approach using evidence-based teaching practices. Our students learn academic, communication, and social skills needed to be contributing members of the school and community.

3d. ELLs, if a special program or intervention is offered

At Kennedy, there is a strong commitment to providing personalized instruction, interventions, and assessments that support our English Learners' (ELs) success. Schedules include weekly opportunities for collaboration among teachers (classroom, English Language Development (ELD), special education) to discuss ELs' progress and brainstorm strategies to increase their access to learning. This collaboration ensures that classroom teachers receive the support they need to develop content-embedded language objectives, scaffold, chunk instruction, and modify assessments to maximize student learning. Teachers value their ELs' cultural background and embed opportunities for students to share their traditions and language through song, personal stories, literature, and research projects giving ELs both choice and voice.

ELD teachers and classroom teachers systematically embed interventions within the Tier 1 classroom setting and reinforce learning objectives during Tier 2 SEI instruction. Each fall, the ELD teacher shares individual data profiles with all EL classroom teachers. This information includes translation/cultural considerations and requests, WIDA Can Dos aligned with current proficiency levels in each language domain, and a list of vetted content-specific instructional and assessment modifications. Classroom and ELD teachers also use daily and weekly formative assessment data to target new learning and skill reinforcement. These resources, combined with weekly collaboration time, better enable classroom teachers to personalize instruction and assessments while supporting ELs' access to grade-level content and developing academic language.

Our ELD teacher also participates in school-based professional development efforts to implement priorities and practices consistently. Topics have recently included unit and assessment design, personalized learning, inclusivity, cultural proficiency, and social and emotional learning.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Kennedy Elementary School, we believe that if we nurture a safe, supportive, inclusive, and collaborative learning environment; provide children with an engaging and rigorous curriculum with exemplary instructional practices that support and challenge students to reach their full potential, then each student will develop the necessary social-emotional, academic, and career skills to be a productive citizen in an ever-changing world. As a school community, we pride ourselves on the systems we have in place to achieve this rigorous mission statement.

Kennedy implements strategies from Responsive Classroom that promote student curiosity and interest, foster autonomy and responsibility and ensure a safe and inclusive learning environment. Every day students are greeted with a warm welcome by teachers and administrators as they enter the building during morning arrival. Classrooms begin each day with a morning meeting that provides students an opportunity to greet each other and interact in a morning activity with their peers. Students work in small groups solving real-world problems using hands-on manipulatives, designing science experiments, and publishing writing masterpieces throughout the school day. Teachers utilize effective classroom management techniques that allow students to advocate for themselves and take ownership of their learning. Examples of these systems include unique variations of the turn and talk strategy, check-in emoji flip cards, self-reflection tools, and home-school communication logs. As a result, students consistently engage in rigorous learning experiences and take academic risks in a safe and nurturing school environment. Students participate in many before school and after school enrichment programs that we offer free of cost for all children, such as morning yoga, keyboarding, virtual travel club, an hour of code, cooking classes, and more. The Kennedy student council includes students and teachers working together to enhance our school culture through a variety of community service projects.

In alignment with Collaborative for Academic, Social, and Emotional Learning (CASEL), Kennedy recognizes the five social-emotional competencies, which are important targets when creating a set of core values for our school: self-awareness, social awareness, responsible decision making, self-managing, and relationship skills. Students celebrate the core values by filling out ladybug spots with information about how they demonstrate a particular core value. Ladybug spots are selected and read out loud during morning announcements to celebrate the positive impact each student makes on our school community. These spots are then displayed on our main hallway bulletin board for the community to see. We also recognize our students' hard work during the all-school community meetings, which are planned by a committee of teachers and facilitated by our fifth-grade students. Students at Kennedy not only excel academically, but they exude characteristics of genuinely global citizens.

2. Engaging Families and Community:

Kennedy Elementary is a neighborhood school with many active and involved parents and community members. Our strong family partnerships are the foundation of our overall success. The Parent Community Council (PCC) works collaboratively with the school administrative team to plan a multitude of in-school and out-of-school enrichment opportunities for our students. Each grade level receives opportunities for in-house field trips as well as off-campus trips that extend the learning taught in the classroom. These experiences range from visits from local meteorologists, scientists, and community members; hands-on science experiments; and visits from local museums and aquariums. As a community, we continuously reflect on and plan these excursions and experiences so that they align with the Massachusetts Frameworks. As part of our ongoing work with the PCC, the administrative team attends every parent meeting as well as invites guest speakers to offer a presentation on specific topics that are of parent and community interests. A few past examples include presentations by our school psychologist and school adjustment counselor and demonstration lessons by our music teacher and science committee members. Parents leave meetings with new research, tips and strategies, and community outreach information that supports the work they do at home with students.

Communication is an essential component of the day-to-day operations at Kennedy. The school principal communicates school news and information via a monthly newsletter, which includes updates regarding curriculum, upcoming events, health news from the school nurse, and new tips and strategies from the reading and math specialists. We use text and email communications to communicate reminders and follow up information as well as share time-sensitive notices. The school website and school Twitter accounts are also easily accessible for all Kennedy School community members.

Parent involvement at the classroom level is also crucial in the overall success of our students. Kennedy has parent volunteers in school every day reading stories to students, sharing information connected to what students are currently learning, and working with small groups of students on various projects. Other opportunities for family and community engagement include our Kennedy School Council, which consists of parents, teachers, the school principal, and community members working together to develop and implement our School Improvement Plan. Curriculum Night, parent-teacher conferences, chorus concerts, art shows, math and literacy events, and an open-door policy also allow parents and families to be involved in the Kennedy community.

3. Creating Professional Culture:

The Kennedy community believes in building a positive professional culture through ongoing collaboration, clear and open lines of communication, and shared responsibility. Shared timely information, opportunities for feedback, and a team approach for decision-making make up our highly collaborative professional culture. As a staff, we also share a vision that together, we can do more for students. This collaborative teamwork the daily interactions between grade-level teams, specialists, support staff, and special education liaisons. Ongoing informal dialogue between teachers and administrators about curriculum and instruction, social-emotional learning, and research-based instructional practices is key to the overall success of our school community, along with weekly scheduled team meetings.

At Kennedy, we are life-long learners and share our knowledge and expertise through various opportunities. Teacher leaders plan and facilitate training during staff meetings, half-day professional development days, and grade level and vertical team meetings. Kennedy School also uses an Edcamp professional development modeled by our very own teacher leaders. Kennedy teachers also volunteer to serve on various committees throughout the year, such as the School-Based Professional Development Committee, All School Community Committee, Instructional Support Team, Safety Care Committee, Sunshine Committee, Grade Level Representative Team, and School Council. Each year, through the collaboration of grade-level teams, specialists, and administrators, we carefully craft the school's master schedule to provide teachers with multiple opportunities to consult with each other and plan weekly.

Additionally, a rotating schedule each week provides grade-level teams time to meet with either the math or literacy specialist and review student assessment data and plan instruction. These are all essential components that make up our professional culture in which teachers are open to learning from one another, share their knowledge and experiences, and plan and facilitate school-based and district-wide professional development.

In addition to opportunities offered at Kennedy, the Franklin School District also provides opportunities for professional development for teachers during the school year. The district schedules monthly meetings for staff, grade levels, and departments to meet and collaborate. Many of our teachers serve on district-wide committees such as curriculum and instruction, social-emotional learning, digital learning, and mentoring programs for new teachers. As a result of Kennedy teachers fostering a collaborative and supportive professional learning environment through their continuous education, our students benefit directly from having the highest quality instruction paired with optimal student engagement strategies in a safe, nurturing, and fun environment.

4. School Leadership:

The Kennedy leadership team includes the principal, assistant principal, school psychologist, school adjustment counselor, special education team chair, and school nurse. Through our distributive leadership

and collaborative team approach, we encourage all stakeholders to share their knowledge and expertise and participate in all building-wide decision-making processes. Our work encompasses curriculum and instructional leadership, management and operations, family and community engagement, and professional culture. Some examples of the leadership opportunities at Kennedy include participation on the Building Base Professional Development Committee, All School Community Committee, Instructional Support Team (IST), Safety Care Committee, Sunshine Committee, Grade Level Representative Team, and School Council. The committees meet throughout the school year to review current practices and develop new initiatives to ensure a safe, nurturing, and inclusive school environment for all stakeholders.

Professional development and training are planned early in the school year and adjusted throughout the year to meet the current needs of the building. The committee analyzes data gathered from the surveys they create to plan targeted learning opportunities for staff and the overall needs of the school. As the needs and interests change during the year, sub-committees plan and implement Edcamp style professional learning days. The Kennedy School IST team consists of classroom teachers, math and literacy specialists, building administrators, one special education liaison, occupational therapist, and speech and language pathologist. The team meets weekly to provide instructional and behavioral strategies for classroom teachers. The team analyzes student assessment data, teacher observations, and classroom progress to determine targeted support and tiered interventions for students who demonstrate the need for additional help. The team also works collaboratively to refine and improve meeting protocols as well as plan and facilitate staff meetings to share IST processes and successful intervention strategies.

The Kennedy School leadership team works alongside the school principal. The building principal is innovative in her leadership style and approaches every situation with a team approach while always keeping the well being of students, teachers, staff, and community members in mind. She believes in maintaining a supportive, trusting relationship with teachers and staff as well as fostering a long term two-way partnership with families and community members. She consistently demonstrates her professional learning and growth through her thoughtful self-reflection of her work. She utilizes research-based protocols to assist in making meetings more focused and timely for staff. She continuously seeks input and feedback from the community and effectively communicates information. The principal and assistant principal play an active role in the day-to-day operations of the school. They strive for open lines of communication, earned trust, and strong partnerships with the students, teachers, families, and community members. Both administrators greet families and welcome students into school in the morning, establishing a positive message first thing in the morning and modeling it throughout the day. The principal and assistant principal are accessible and actively engaged in all aspects of the school day, sitting at lunch with students, helping a small group during a math center, reading one-on-one with a student, or at recess playing a game with a group of friends. Kennedy School leadership is multi-faceted and collaborative, which is apparent the minute you enter the front door.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Kennedy Elementary School is a community of students, educators, and families with collective hopes and dreams for the success of all students. The workshop model is the overarching instructional model that we use to foster a love of learning and provide students with educational opportunities that match their unique learning styles. Our students meet with success daily during reading, writing, and math workshop lessons. Within the workshop model, teachers differentiate instruction and implement a variety of co-teaching models to meet students' wide range of skills, achievement levels, and interests.

Each workshop period begins with a whole group focus lesson aligned to the curriculum unit of study with specific learning objectives. Specific strategies are taught, modeled, and reviewed with opportunities for discussion and sharing. After the focus lesson, students engage in a variety of learning experiences, such as small group instruction with a teacher, reading with a partner, playing phonics games for skills practice, or working on a group writing project. Through the workshop model, students learn routines, independence, and responsibility to make positive choices for their learning and interests. A favorite time for students in the reader's workshop is when they "book shop" from their well-stocked classroom library. Teachers teach lessons on selecting "just right" books and model how to refine their choices.

In some classrooms, there may be more than one educator working with students. The workshop model provides a seamless opportunity for special education teachers and curriculum specialists to work with small groups of students within the inclusion classroom. Teachers collaborate to form small flexible groups as determined by students' current progress, formative assessment data, and changing learning needs. During individual student conferences, teachers informally assess students' application of skills, asking a student to read a passage and discuss the theme of the story or explain the strategies they used to solve a math problem. Teachers personalize learning by introducing new concepts based on their observations of what each student is ready to learn or practice. The teacher coaches and provides supportive feedback, setting specific goals with the student for what they should continue to work on and practice.

At the end of the workshop period, the class comes back together as a whole group to share and discuss how they applied what they learned during the focus lesson to their group work and independent learning time. The energy and excitement are high during this wrap-up and lesson summary. Students are excited to share what they have accomplished and learned. The workshop model provides the structure for Kennedy students to thrive and engage in active learning that is personalized and interesting. Our students thrive through this workshop approach, where they have the opportunity to learn and grow in a supportive community of learners.