

# Kennedy-Longfellow School

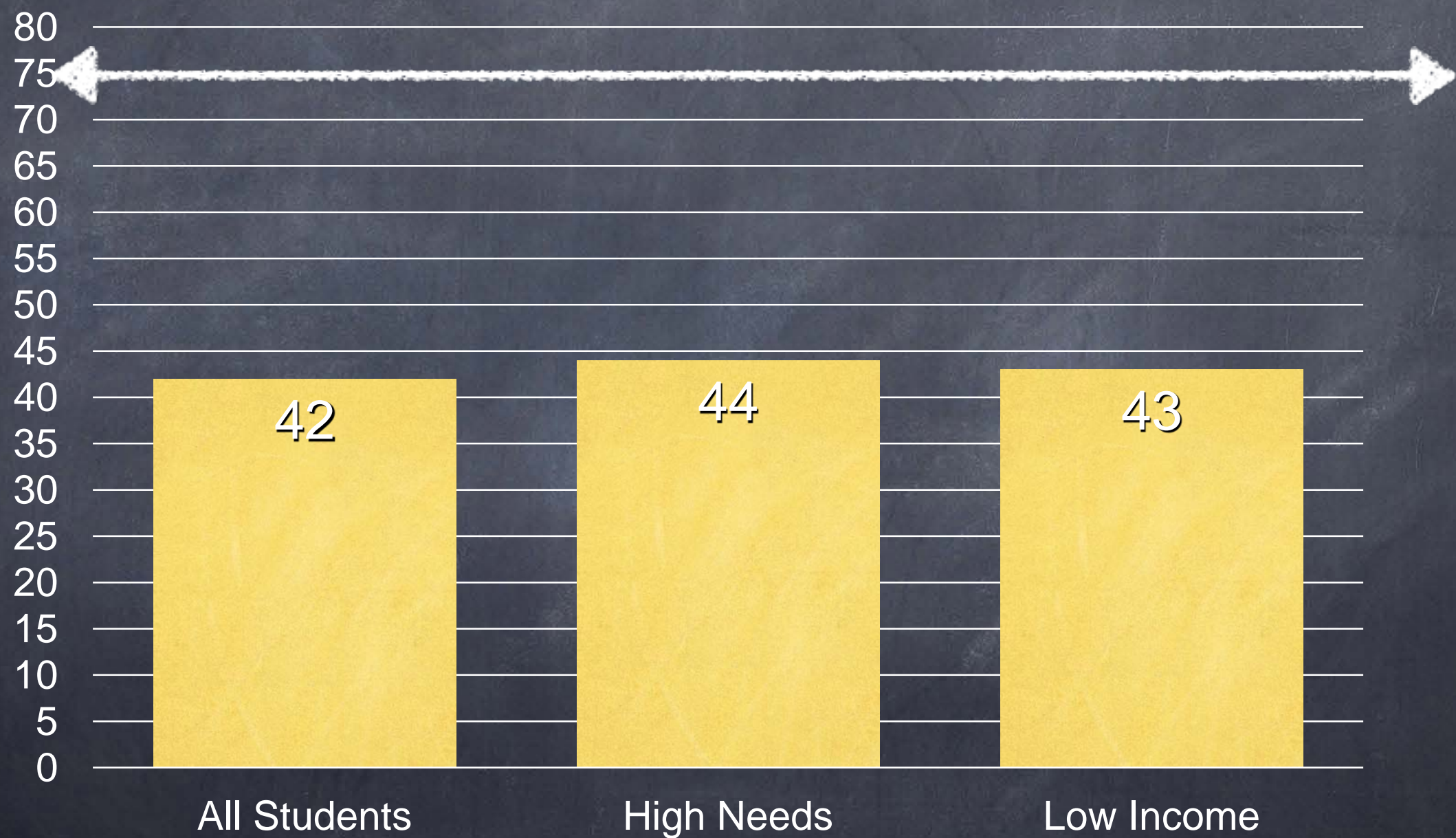
School Committee Meeting  
Tuesday, October 21, 2014

# Key Challenges

The Kennedy-Longfellow School fell into Level 3 status after the 2012-2013 school year. We were in the lowest 7th percentile of all schools in Massachusetts.

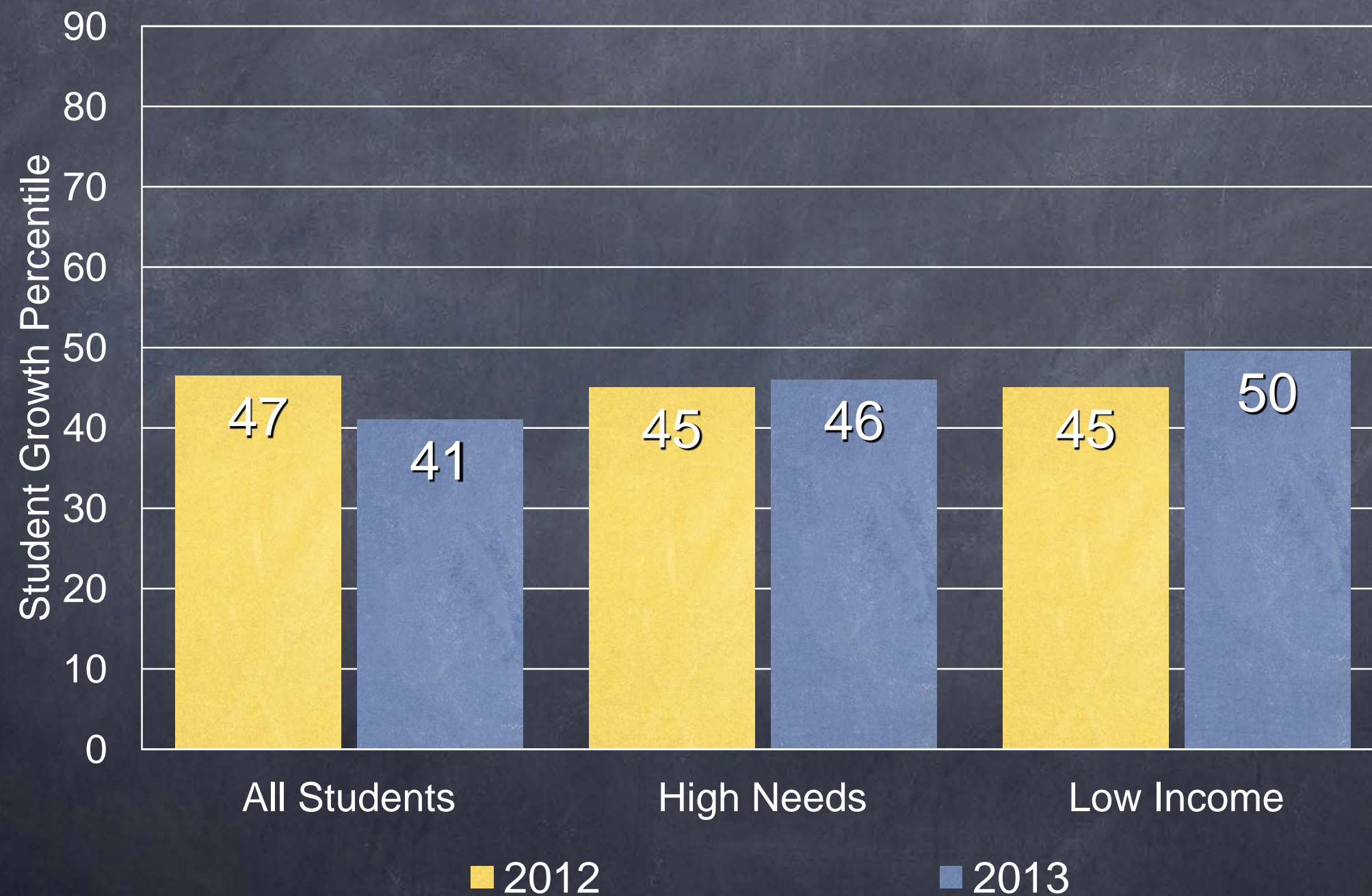


## 2013 Narrowing Proficiency Gaps - PPI



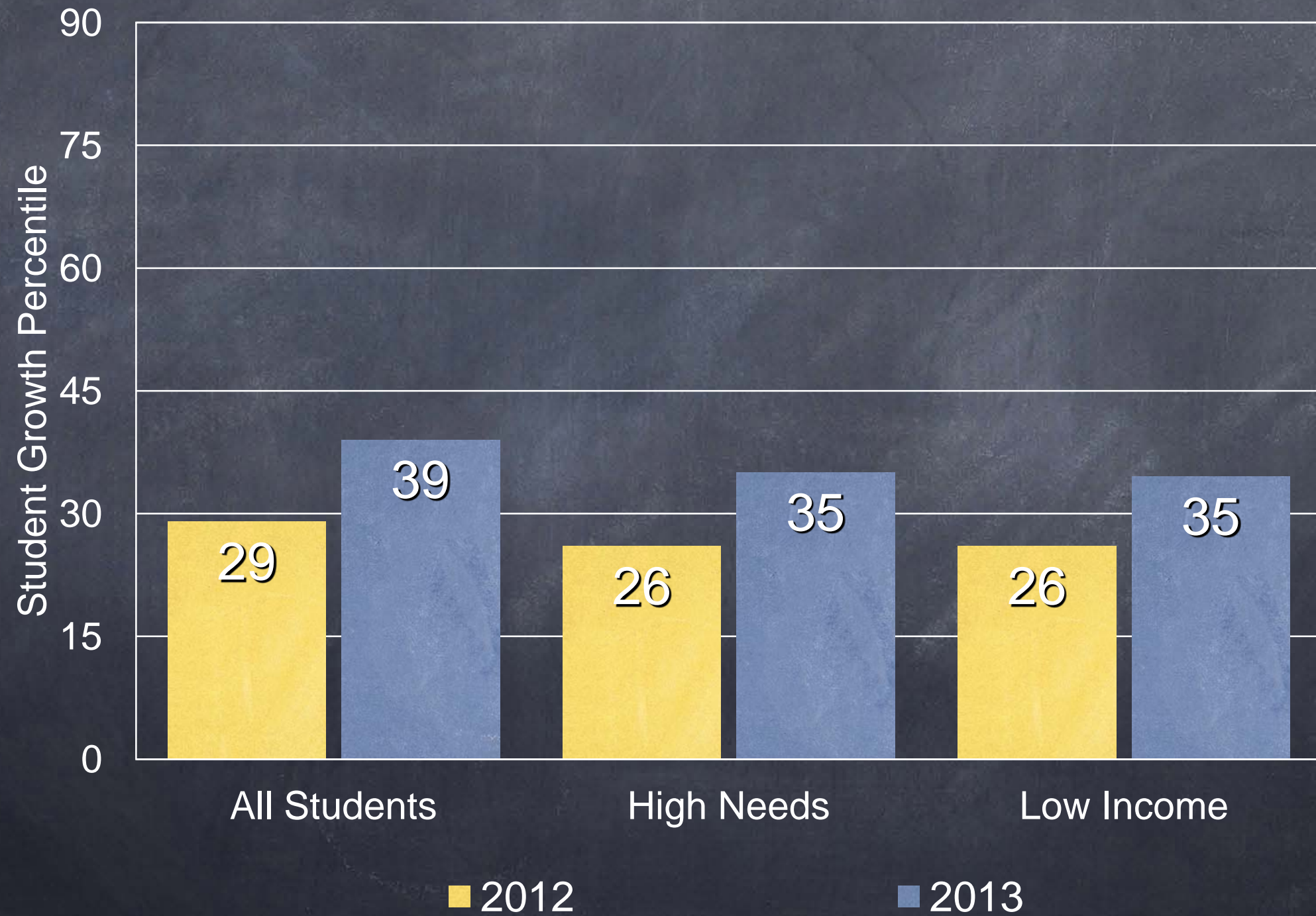


## Student Growth in ELA





## Student Growth in Math



What strategies did we  
implement?



# Data-driven Instruction

- Alignment to MA Frameworks
- Response to Intervention
- Looking at student work
- Unit and lesson planning
- Targeted Afterschool programming and summer programming (Compass and Title 1)

# School Climate

- Positive Behavior Interventions and Support (PBIS)
- Whole School Celebrations
- Family and Community Engagement
  - Parent coffees
  - Spring Showcase
  - School Council



# Structures for Collaboration

- Grade level meetings
- Cluster meetings
- Peer to peer observations (within the school and across the district)
- After school planning sessions

# Opportunities for Professional Learning

- Reading Academy
  - K-2
  - 3-5
- 4th Grade Departmentalization for Math and Reading
- Aspiring Leaders - Math
- Lesson study
- Peer to Peer observations



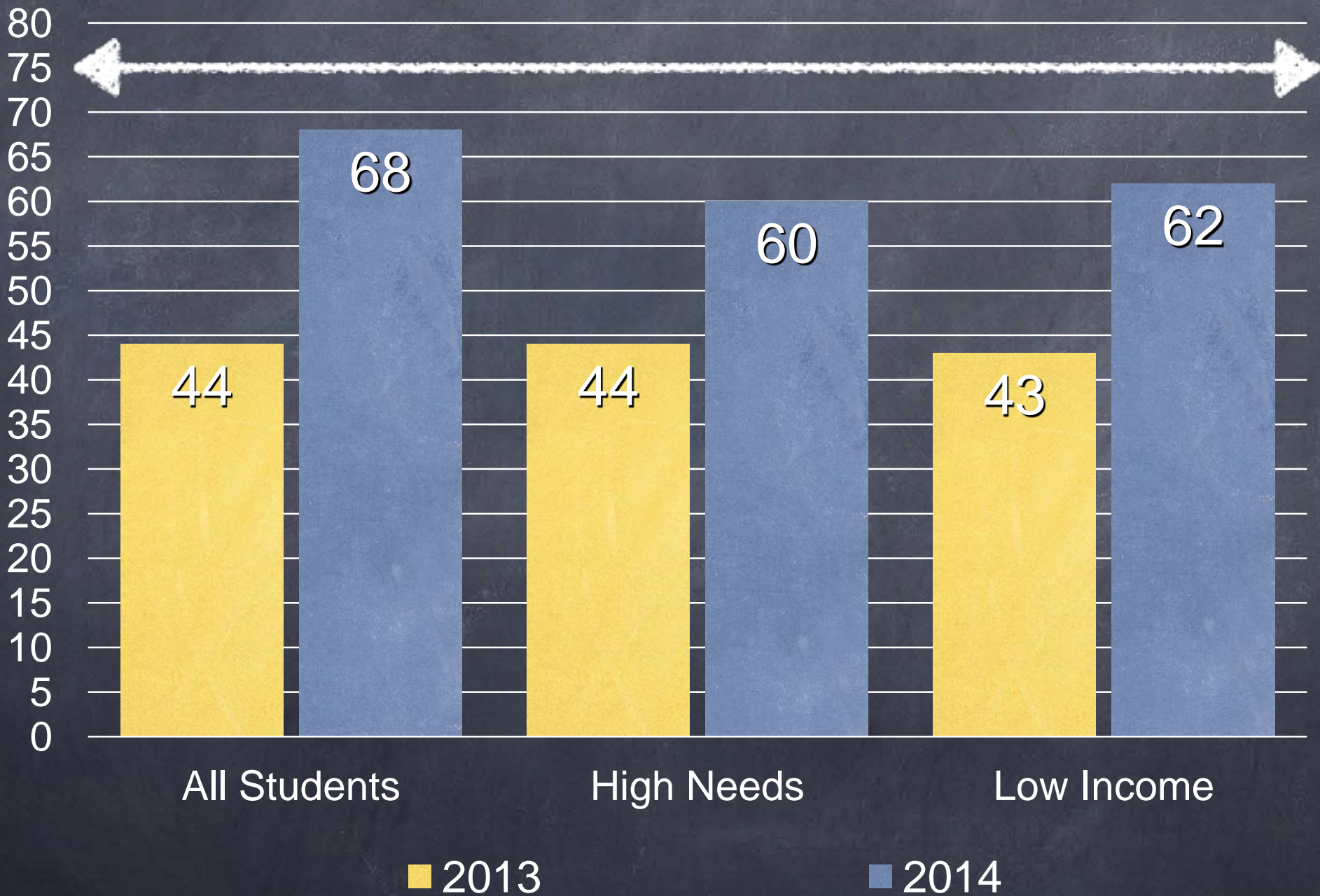
# Technology

- Technology, through our partnership with Lesley University, supported every strategy in robust and transformative ways.

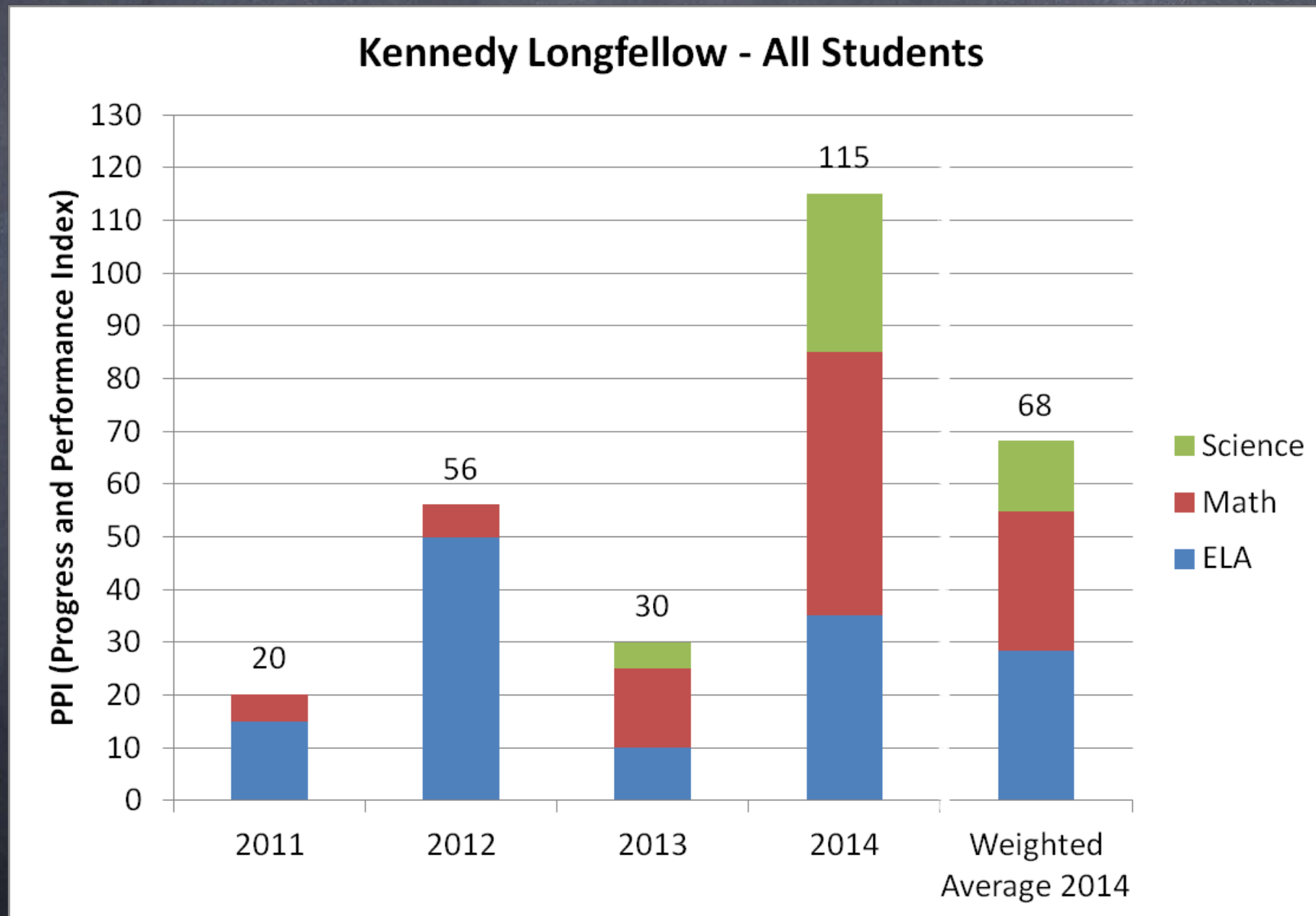
What progress was  
made?



# Narrowing Proficiency Gaps - PPI

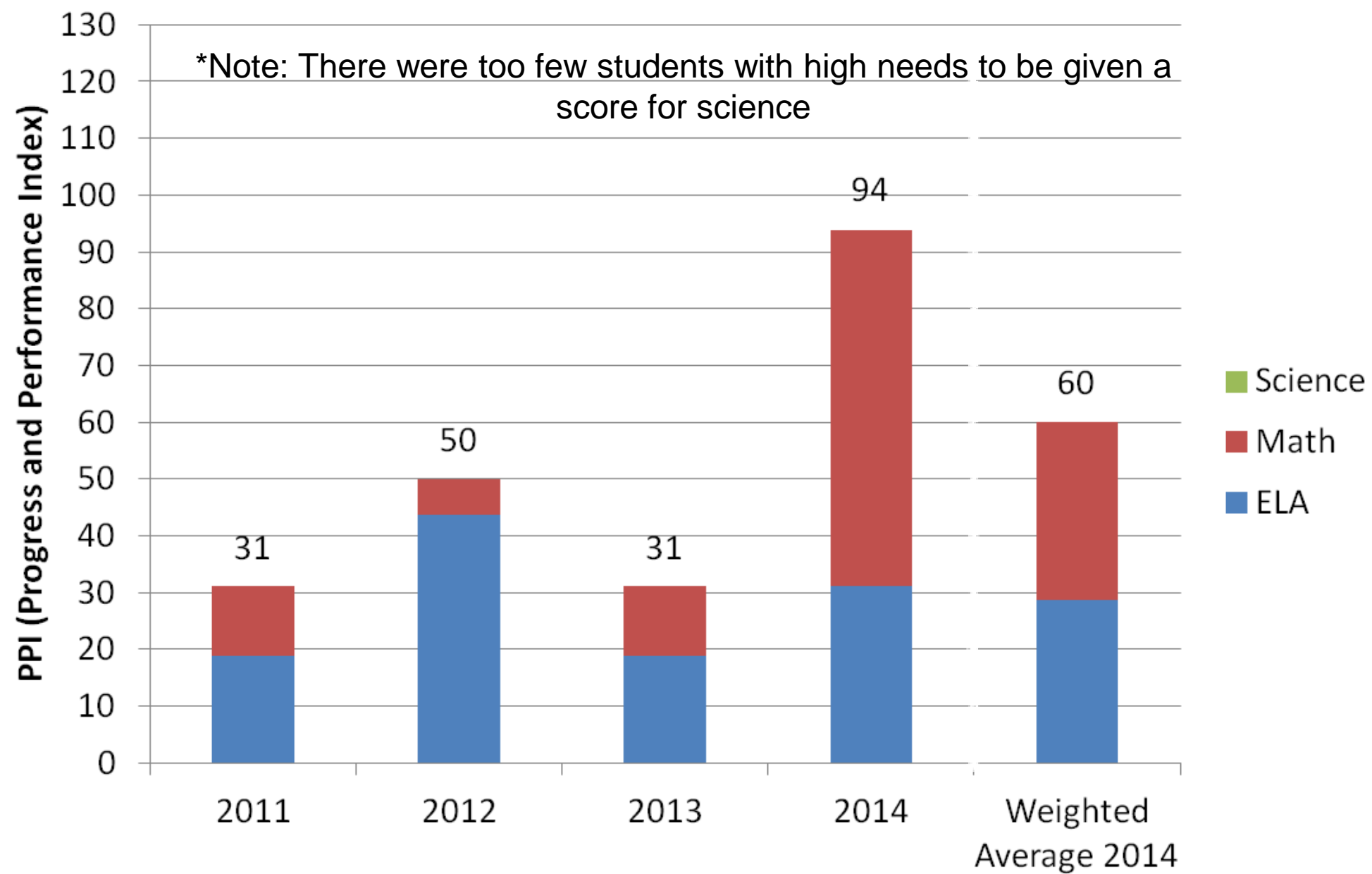


# 2014 School Percentile: 16th

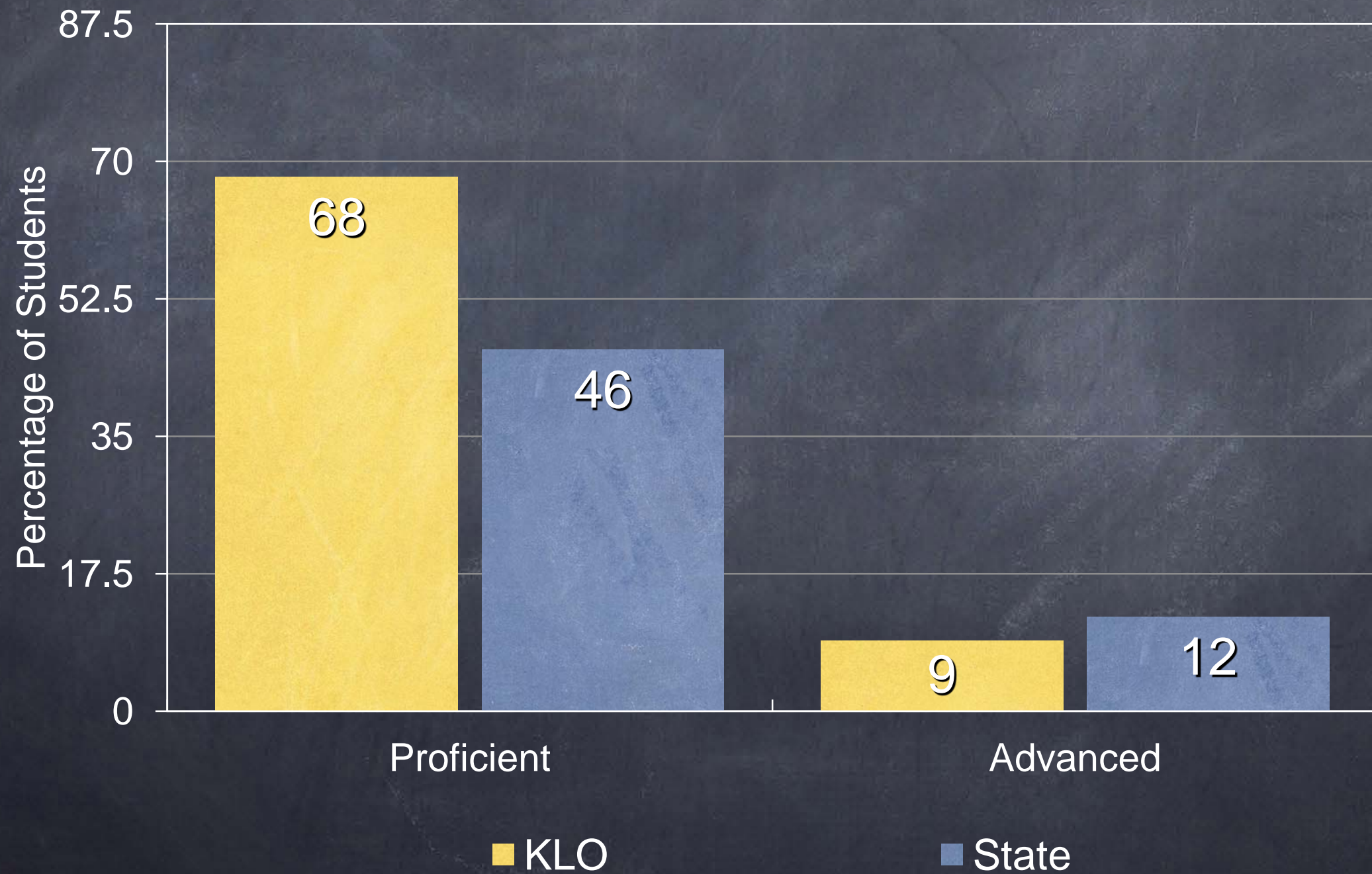




## Kennedy Longfellow - Students with High Needs

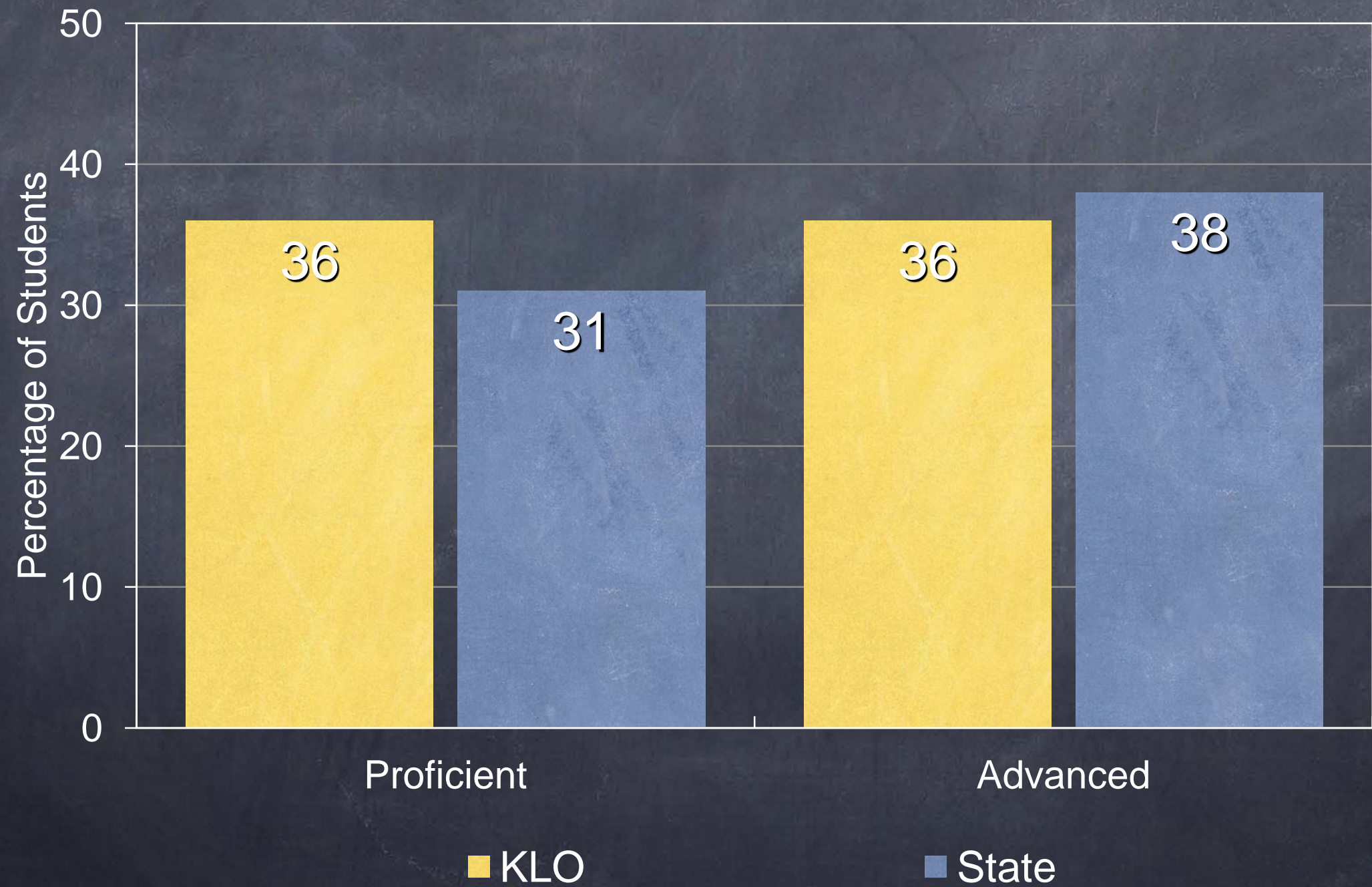


## Third Grade ELA



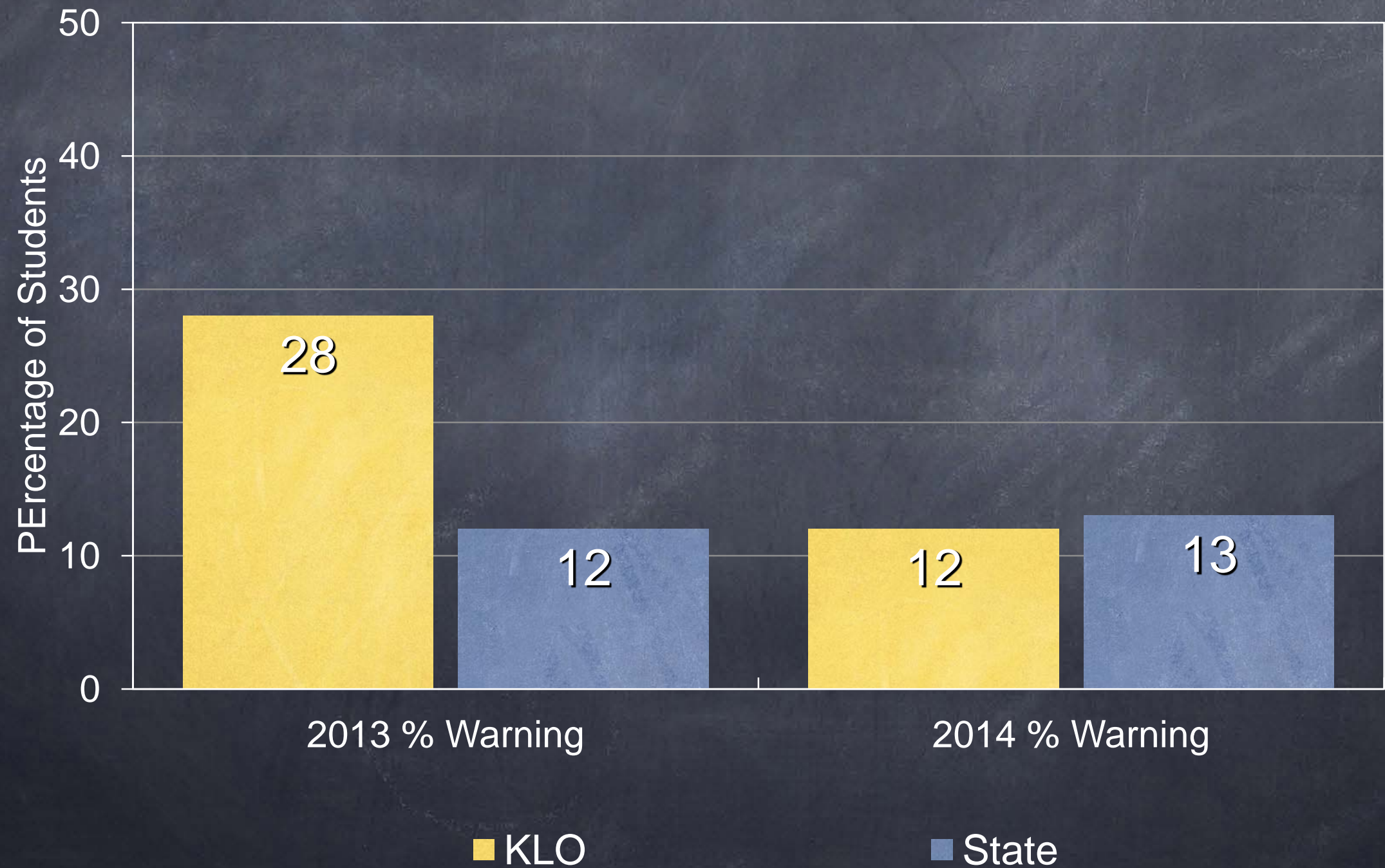


## Third Grade Math



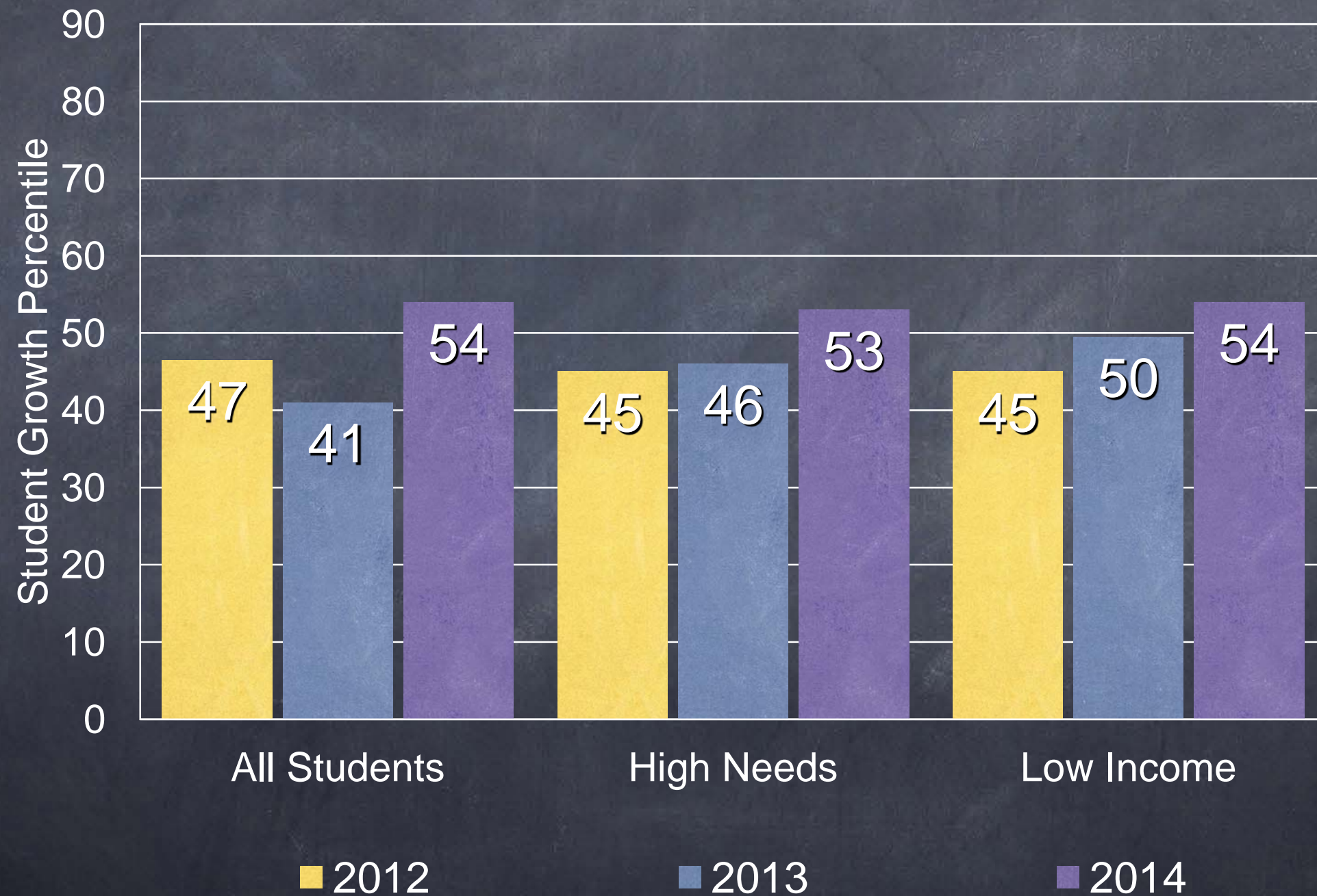


## Grades 3-5 Math MCAS



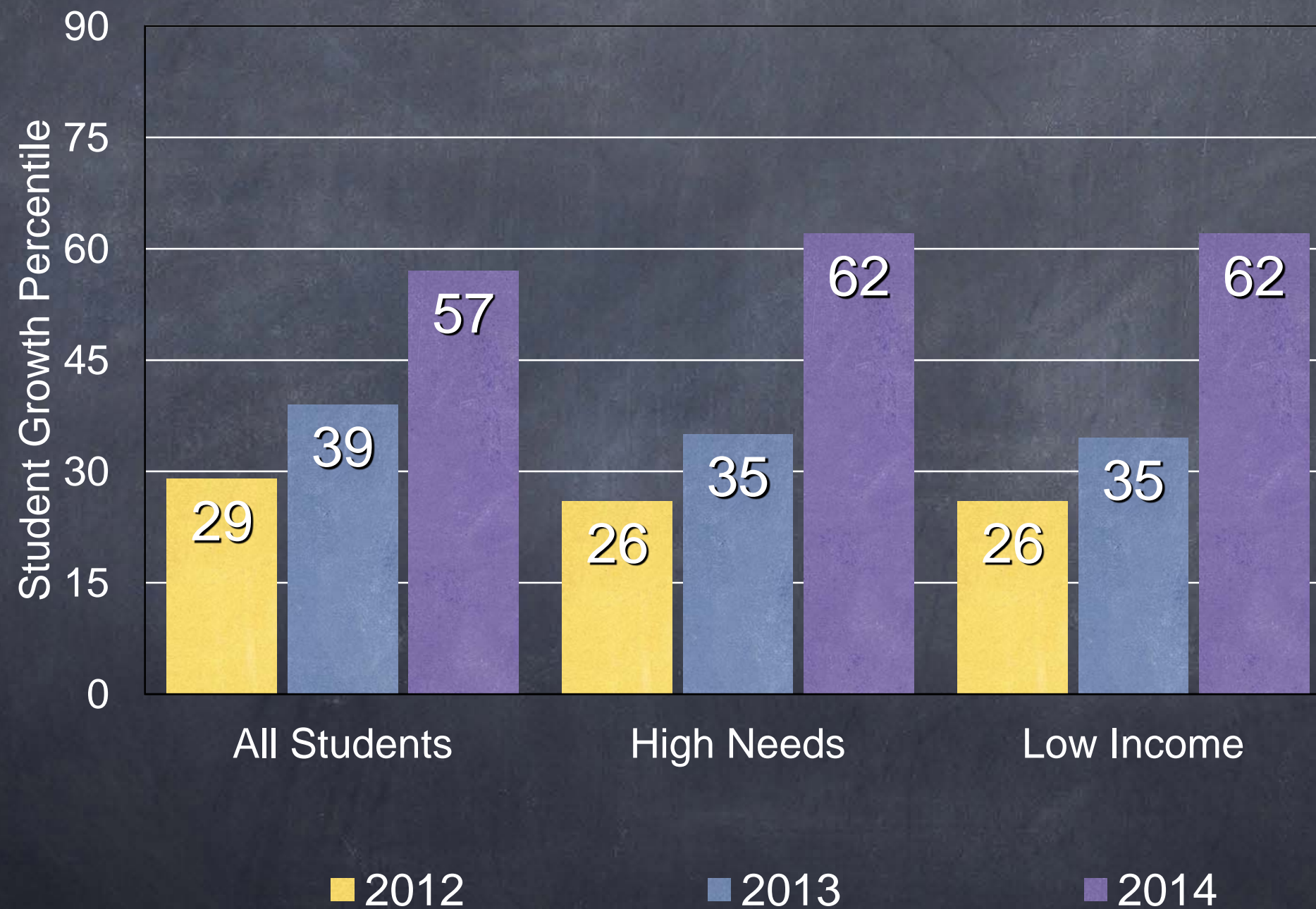


## Student Growth in ELA





## Student Growth in Math





# Sustaining Improvement

# Data-driven Instruction

- Continue strategies from last year and:
  - Add focused Tier II interventions with assigned interventionists
  - Add progress monitoring of student learning as a result of the interventions
  - Implement the Math in Focus curriculum in grades 1-5



# School Climate

- Continue the strategies from last year and:
  - Identify and strengthen Tier II and Tier III interventions
  - Add Social/Emotional Learning curriculum for all students (Second Step)

# Structures for Collaboration

- Grade level meetings
- Cluster meetings
- Peer to peer observations (within the school and across the district)
- After school planning sessions



# Opportunities for Professional Learning

- Facilitated Leadership
  - The Instructional Leadership Team is working with Gene Thompson Grove to build our internal capacity to build upon and sustain our academic and school climate improvements.
- Math in Focus curriculum planning
- Response to Intervention
  - Differentiated Instruction
  - Progress Monitoring
- Departmentalize instruction in 5th grade and expand the 4th grade to include science and SS