

FRANKLIN PUBLIC SCHOOLS
STRATEGY FOR DISTRICT IMPROVEMENT 2021-2022

VISION

The Franklin Public Schools will foster within its students the essential knowledge and skills as defined by the FPS *Portrait of a Graduate*: confident and self-aware individual; empathetic and productive citizen; curious and creative thinker; effective communicator and collaborator; reflective and innovative problem-solver.

CORE VALUES

- Social-Emotional Development
- Safe and Inclusive School Culture
- High Expectations for Student Success
- Collaborative Community

THEORY OF ACTION

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 through personalized learning opportunities; and engage the community in effective two-way communication in order to support student learning, then each Franklin student will develop the necessary social-emotional, academic, and career skills to be a productive citizen in an ever-changing world.

The Franklin Public Schools organizes its improvement efforts around four strategic objectives as noted below. All objectives are approached through a culturally proficient lens. In order to do this, FPS has established a Diversity, Equity and Inclusion Committee comprised of administrators, educators, School Committee representatives, and students to initiate action steps to progress towards an inclusive, culturally proficient school community. FPS will engage in an equity audit in 2021-2022 while continuing to take actions related to cultural responsiveness within curriculum and instruction, school culture, professional development, policies and practices, and staff recruitment and retention.

STRATEGIC OBJECTIVES

Social-Emotional Well-being of Students and Staff

To help students develop connections to school, support positive behaviors, and increase academic achievement, the Franklin Public Schools will enhance programs and practices, while promoting the well-being of staff, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.

Engaging and Rigorous Curriculum

To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college, career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.

High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner

To ensure that each student is supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

Effective Two-Way Communication to Support Student Learning

To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

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DISTRICT STRATEGIC INITIATIVES

<ul style="list-style-type: none"> • Address SEL needs of students by continuing to strengthen support services by implementing recommendations from <u>district-wide review of counseling services</u> (focus areas: expanding skill sets of counseling staff; making meetings more efficient by leveraging roles; strengthening and growing community partnerships; expanding counselors/counseling interns across schools) • Define staff professional well-being. Continue to implement strategies to improve professional well-being <ul style="list-style-type: none"> ○ Provide voice and choice in professional development offerings ○ Provide opportunities for educators to share their best practices with each other through teacher leadership opportunities ○ Expand internal communications with staff – Superintendent’s Advisory Council, Professional Development Committee, Informal coffees with Central Office, Quarterly District Newsletter • Continue to implement 2021-2022 goals for SEL-focused committees: Substance Abuse Taskforce and Student Wellness Advisory Council <ul style="list-style-type: none"> ○ Substance abuse prevention, vaping detection, diversion, community wellness initiatives • Affirm diversity within the school community, promote equity and accountability, foster a safe and inclusive environment <ul style="list-style-type: none"> ○ Build awareness of and guidance about national months of recognition and holidays 	<ul style="list-style-type: none"> • Leverage the <i>Portrait of a Graduate</i> to develop rigorous standards-based curriculum units, which focus on the development of 21st-century skills (including digital literacy skills and social-emotional learning, Enduring Understandings and Essential Questions stemming from the Big Ideas of the curriculum, and incorporating Diversity/Equity/Inclusion through culturally responsive practices) <ul style="list-style-type: none"> ○ Implement Illustrative Math in all elementary schools and classrooms; evaluate for future potential adoption ○ Review ELA curriculum and develop multi-year literacy plan ○ Formalize planning of curriculum using a backwards design approach; differentiate by grade spans and content areas ○ Support the implementation of revised Social studies curriculum especially 8th grade civics projects and new/moved standards 	<ul style="list-style-type: none"> • Formalize Multitiered Systems of Support (MTSS) across all grade levels for both SEL and academic instruction <ul style="list-style-type: none"> ○ Expand DECA/DESSA assessment and interventions across all PreK-5 schools ○ Explore SEL assessments grades 6-12 ○ Expand the use of assessment tool NWEA-MAP in literacy and mathematics K-8 ○ Define assessment calendars ○ Apply assessment data to adjust instruction to accelerate students’ learning needs emerging from the pandemic; develop multi-year plans for intervention and enrichment • Support educators in incorporating culturally responsive instructional strategies. • Continue to strengthen Digital Learning through the development and implementation of a district-wide Digital Learning Plan <ul style="list-style-type: none"> ○ Build capacity across Google platform ○ Maintain safe/private, guaranteed digital resources across grade spans and content areas ○ Examine digital literacy skill instruction and identify gaps 	<ul style="list-style-type: none"> • Work with the School Committee, school administration, and school community to develop a Strategy for Improvement 2022-2025 • Continue to expand Human Resources communications to enhance recruitment and employee services <ul style="list-style-type: none"> ○ Focus on developing a more diverse faculty/staff; recruit faculty/staff with beliefs that support district’s D, E, I goals • Continue to strengthen and grow community partnerships <ul style="list-style-type: none"> ○ SEL wraparound support providers (e.g. William James, SAFE, You Inc.); Franklin Freedom Team; DCF Roundtable • Begin the Masters Facilities Planning process. Provide ample communication opportunities among members of the Franklin community • Communicate the long-term budget forecast across the Franklin community; attend to plan for sustainability due to expiration dates of Coronavirus relief funds • Expand opportunities for additional two-way communication with faculty and staff (see Objective #1)
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<p>falling within the school calendar</p> <ul style="list-style-type: none"> ○ Build upon “Speak Up At School” strategies with faculty/staff and students in order to interrupt microaggressions ○ Revise discipline practices with a focus on Restorative and Accountable Practices ○ Incorporate D, E, I into curriculum development and instructional planning (see Objective #2) ○ Provide opportunities for D, E, I among student groups (e.g. A World of Difference Peer Leader Program, Affinity Groups) ○ Conduct equity audit and use data to develop long term D,E,I goals 	<ul style="list-style-type: none"> ● Expand discussions of grading and standards-based reporting at the middle schools. ● Develop 6-year formal curriculum review cycle 		
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