



FRANKLIN PUBLIC SCHOOLS

2023-24 MIDDLE SCHOOL IMPROVEMENT PLAN ANNIE SULLIVAN MIDDLE SCHOOL, HORACE MANN MIDDLE SCHOOL, REMINGTON MIDDLE SCHOOL



VISION

The Franklin Public Schools (FPS) 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

FPS is Committed to...

- the Social-Emotional Development of Students
- a Safe and Inclusive School Culture
- Setting High Expectations for Student Success
- Creating a Collaborative Community

THEORY OF ACTION

IF we...

- Nurtures a safe, supportive, inclusive, and collaborative learning environment
- Provides 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;
- 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.

STRATEGIC OBJECTIVES

1. Support the Social-Emotional Well-being of Students and Staff	2. Provide Engaging and Rigorous Curriculum	3. Deliver High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner	4. Engage in Effective Two-Way Communication to Support Student Learning	5. Affirm Diversity, Equity, and Inclusion for All Students
--	---	--	--	---

Strategic Objective #1: 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, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2023-24)
1.A. Phased implementation of tiered systems for screening, monitoring, and communicating student progress toward Social Emotional Learning Competencies.	Administrators Counselors Leadership Teams Teachers	Assess and refine a system to screen and monitor student progress regarding student Social Emotional well-being	<ol style="list-style-type: none"> Continue to analyze and implement Panorama tools and additional screening tools to monitor student-well being Refine our system to track data (including attendance, behavior, academic grades) Participate in level and school-based coaching on Panorama 	<ul style="list-style-type: none"> Implement tiered strategies from Panorama Playbook Students will participate in screening tools (Panorama, MetroWest Health Survey, SBIRT, Signs of Suicide, school-based student check-in system) Incorporate SEL data into team-based conversations to identify interventions needed for students
	Administrators Counselors Teachers	Refine middle-level Advisory Program	<ol style="list-style-type: none"> Seek and use student and staff feedback to continue to develop the Advisory program 6-8 Advisory Committee to provide resources for Advisors Develop resources that will celebrate differences and embrace inclusive practices 	<ul style="list-style-type: none"> Students will participate in daily Advisory activities to develop their SEL skills and work towards the POG skills Students will feel connected to the school community by sharing consistent experiences. Revise Advisory Planning Document with a scope/sequence for each grade to calibrate advisory lessons across the middle level.
1.B. Phased implementation of tiered systems for tracking, responding, and communicating student behaviors.	Administrators Teachers Counselors	Implement the tiered system of behavioral support	<ol style="list-style-type: none"> Establish tiered responses and interventions that align with the Code of Character, Conduct, and Support. Track students' behavior and attendance trends using Panorama Provide bullying, civil rights, and Title IX education to staff and education to students/parents/gu 	<ul style="list-style-type: none"> Respond to behavior and attendance trends using Panorama Playbook Maintaining school-based data on student behavior and responses Revised bullying, civil rights and Title IX curriculum in MS Health classes and Advisory (Second Step).

Strategic Objective #2: 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.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2023-24)
2.A. Develop and refine guaranteed and viable curriculum and high-quality materials.	Administrators Curriculum Leaders Teachers	All students have access to a high-quality, research-based middle level curriculum.	<ol style="list-style-type: none"> 1. Implement two additional Open SciEd curriculum units in grade 6-8 Science curriculum 2. Continue to revise Civics project goals with clear guidelines, timelines, and expectations for consistency across the district 3. ELA teachers will develop learning experiences related to genocide education. 	<ul style="list-style-type: none"> • Students will engage in four Open SciEd units at each grade level • All 8th grade students will create and complete a Civics project meeting the expectations developed within the department • All students will engage in genocide education across content areas.
2.B. Implement PK-12 Literacy Action Plan	Administrators Curriculum Leaders Teachers	Support the implementation of the multi-year PK-12 Literacy Plan.	<ol style="list-style-type: none"> 1. Assess current literacy practices, resources, and systems 2. Explore various models of Tier 1, 2, and 3 Literacy instruction. 	<ul style="list-style-type: none"> • Revised and consistent DCAP strategies • Define Tier 1, 2, and 3 Literacy instruction

Strategic Objective #3: 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.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2023-24)
3.A. Develop staff capacity to support universally designed practices.	All Staff	Develop a common understanding of Universal Design for Learning.	<ol style="list-style-type: none"> 1. Continue to provide staff training to build capacity in the UDL framework 2. Provide regular feedback on UDL strategies through regular classroom visits, common planning time, sharing effective practices, etc. 3. Highlight effective UDL practitioners 	<ul style="list-style-type: none"> • Professional Development sessions that model effective UDL practices • Teachers trial and reflect on Universal Design for Learning in their instruction • Inclusive and equitable resources available for teachers
3.B. Continue phased implementation of tiered systems for screening, supporting, monitoring,	Directors of Curriculum All Staff	Use objective assessment data to monitor student progress and support growth in identified areas	<ol style="list-style-type: none"> 1. Review and establish data analysis protocols and practices to respond to data 	<ul style="list-style-type: none"> • Explore data and identify appropriate interventions

and communicating academic needs and progress				
---	--	--	--	--

Strategic Objective #4: 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.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2023-24)
4.A. Conduct a comprehensive school facilities assessment	Administrators	Participate in the district-wide facilities assessment.	1. Collect data to best provide input regarding the facilities assessment.	<ul style="list-style-type: none"> Provide input regarding facilities to stakeholders
4.B. Strengthen community partnerships through various school-based teams and initiatives	All Staff	Provide ample communication opportunities among members of the Franklin community	<ol style="list-style-type: none"> Increase opportunities to partner with families Continue implementation of Student Led Conferences (Year 2) 	<ul style="list-style-type: none"> Increased level of family engagement and involvement in the school community Students will actively participate in conversations about their progress

Strategic Objective #5: Affirm Diversity, Equity, and Inclusion for All Students
 To foster an inclusive learning environment where diversity is valued and all students feel a sense of belonging.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2023-24)
5.A. Continue level-based support for equity and belonging for students and staff.	All Staff	Through the framework of universally designed learning, we will incorporate equitable and inclusive practices for all.	<ol style="list-style-type: none"> Develop resources and practices (curriculum, disciplinary practices, family communication) that will celebrate differences and embrace inclusivity Implement practices for planning and instruction that remove barriers and engage all students 	<ul style="list-style-type: none"> Students have a sense of belonging and safety in school. Increased staff capacity to foster an inclusive learning environment.