

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject: PK-5 SIPs

Date: September 27, 2022

Dept: SC

Reason: Required Vote

Enclosure: yes

Recommendation:

PK-5 School Improvement Plans

I recommend approval of the PK-5 School Improvement Plans as presented.

Action Requested of the School Committee:

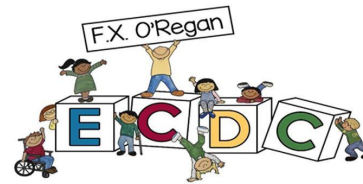
Majority vote of the School Committee is required.

<u>Vote Tabulator</u>	
C. Bernstein:	Y / N D. McNeill: Y / N
D. Callaghan:	Y / N M. Whitmore: Y / N
Al Charles:	Y / N D Spencer: Y / N
E Stokes:	Y / N Action: _____



FRANKLIN PUBLIC SCHOOLS

2022-23 SCHOOL IMPROVEMENT PLAN FX O'Regan Early Childhood Development Center (ECDC)



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...

- 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;
- 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 (2022-23)
1.A Tiered system for screening, monitoring, and communicating student progress toward Social Emotional Learning Competencies	Administrator Psychologist BCBA Teachers	Students are formally and informally screened for SEL competencies and monitored for progress.	1. Formalize a plan with ECDC staff for the use and implementation of eDECA to include students currently enrolled , with and without disabilities, who are observed or reported to have lagging SEL skills, including self-regulation. 2. Formalize a screening/evaluation plan for all children identified through Child Find efforts that are demonstrating lagging SEL skills, including self-regulation, to include an eDECA screening and, if necessary, a consultation with the School Psych or BCBA. 3. Provide parents with education and targeted interventions on SEL development, positive behavior management, and building resiliency through parent training workshops, Coffee with the Principal, Connections of Parents of Children with Special Needs, and round table discussions with specialists.	<ul style="list-style-type: none"> Revised and implemented a system of consistent SEL and behavior regulation screening practices. Families and teaching teams of students with lagging SEL skills will have access to resources and coaching through the use of targeted interventions to help them support their child As part of the formal screening process, eDECA will be provided to parents and childcare providers to complete and the findings will be analyzed by FPS staff and utilized to help determine if students qualify for special education service and/or if they would benefit from targeted interventions in the general education environment. .
1.B. Tiered systems for tracking, responding, and	Administrator Psychologist BCBA Teachers	Develop a map of tiered systems of SEL skills and interventions and link them to our	1. Identify a small team (to include BCBA, School Psych, and TC) to work as a PLC using the eDECA and MA Frameworks for SEL to identify supports and interventions as Tier 1, Tier 2, and Tier 3.	<ul style="list-style-type: none"> All ECDC educators will be able to identify Tier 1 and Tier 2 skills and interventions. Parents will begin to understand when and why to implement targeted interventions

communicating student behaviors		ECDC core values	<ol style="list-style-type: none">2. Develop a training with resources for all ECDC educators by the end of the school year3. Develop a training with resources for all families for the 23-24 school year on the	
1.C. Equity Action Planning	Director of D, E, I Administrator		<ol style="list-style-type: none">1. Review results of equity audit2. Determine Communication Plan regarding Equity Audit with stakeholders and develop an Equity Plan3. Participate in antibias education trainings with Anti-Defamation League (ADL)	<ul style="list-style-type: none">• Developed repertoire of culturally responsive practices with modeled behavior from staff and students• Reduced incidents of behavior that violates diversity, equity, and inclusion
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 (2022-23)
2.A. Guaranteed and viable curriculum and high-quality materials	Adminsitator District Curriculum Director(s) Teachers Related Service Providers	All students have access to a high-quality, research-based curriculum and learning experience	<ol style="list-style-type: none">1. Establish a team to research and identify a new comprehensive, developmentally appropriate preschool curriculum with a strong SEL foundation2. Identify power standards for PK, including priority standards for half-day programs3. Continue trial of Foundations Phonemic Awareness, expanding to at least 4 classrooms	<ul style="list-style-type: none">• Team will share findings and develop next steps with ECDC staff• Regular and effective curriculum planning meetings for educators• All students have access to high-quality, curriculum-based materials and resources (BDPK, HWOT, etc.)
2.B. PreK-12 Literacy Review	Director of ELA Literacy Curriculum Specialists Administrators Teachers	Develop a multi-year PK-12 District Literacy Plan	<ol style="list-style-type: none">1. Participate in PreK-12 Literacy Leadership Team2. Participate in PreK-12 ELA needs assessment with Hill for Literacy3. Support the development and implementation of a multi-year PreK-12 literacy plan	<ul style="list-style-type: none">• Literacy Needs Review Findings Report• Multi-year PreK-12 District Literacy Plan and actionable next steps
	Director of ELA Literacy Curriculum Specialists Administrators Teachers	Educate teachers on current research-based literacy practices	<ol style="list-style-type: none">1. Facilitate PreK-5 Science of Reading PD<ol style="list-style-type: none">a. Establish a phased multi-year revised Dyslexia training for all teachersb. Assess tier I and II literacy curriculum, materials, and instructional practices	<ul style="list-style-type: none">• Multi-year Science of Reading literacy plan and actionable next steps• Integrated components of Science of Reading into revised units of study

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 (2022-23)
3.A. Develop universally designed systems (MTSS/UDL)	All Staff	Common understanding of UDL & MTSS: Strengthen tier 1 approach for all students	<ol style="list-style-type: none">1. Participate in ongoing MTSS/UDL administrator training2. Provide MTSS/UDL staff training to develop common understanding of the MTSS framework (<i>Project Achieve MTSS Course for educators</i>)3. Identify support systems within each tier (with a focus on tier 1 in year 1)	<ul style="list-style-type: none">• Staff should not only be able to identify tiered interventions for SEL, but they will understand how all the systems in a school or district fit together to ensure a high-quality education for all students.• Inclusive and equitable resources available to all students that ensure UDL
3.B. Tiered system for screening, monitoring, and communicating academic needs and progress	Directors of Curriculum All Staff	All educators develop shared expectations for conducting high-quality assessments, developing IEP goals, and writing evaluation and screening reports	<ol style="list-style-type: none">1. Revise ECDC special education screening process to include SEL and a more substantial summary of results shared with families and filed at ECDC2. All educators will work as a team to calibrate IEP evaluation reports, recommendations, and goal writing3. Develop a rubric to help inform student placement based on level of need	<ul style="list-style-type: none">• A protocol for preschool special education screening will be in place with an improved reporting process• Special Education evaluations and IEPs will be consistently calibrated through collaboration, although still unique and child-dependent

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 (2022-23)
1.A. Strengthen Community Partnerships	All Staff	Provide ample communication opportunities among members of the Franklin community	<ol style="list-style-type: none">1. Increase opportunities to partner with families	<ul style="list-style-type: none">• Increased level of family engagement and involvement in the school community

1.B. Staff Recruitment		Recruit highly skilled staff to reflect the students and families at ECDC	Thoughtfully and intentionally recruit faculty/staff with beliefs that support the district's DEI goals.	Staff will begin to reflect on the student community, one hire at a time.
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FRANKLIN PUBLIC SCHOOLS

2022-23 ELEMENTARY SCHOOL IMPROVEMENT PLAN

JEFFERSON ~ HELEN KELLER ~ J.F. KENNEDY ~ OAK ST. ~ PARMENTER



VISION
The Franklin Public Schools (FPS) will foster within its students the essential knowledge and skills as defined by the FPS <i>Portrait of a Graduate</i> : 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... <ul style="list-style-type: none">the Social-Emotional Development of Studentsa Safe and Inclusive School CultureSetting High Expectations for Student SuccessCreating a Collaborative Community
THEORY OF ACTION
<p><i>IF</i> we...</p> <ul style="list-style-type: none">Nurtures a safe, supportive, inclusive, and collaborative learning environmentProvides 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 <p><i>THEN</i> each Franklin student will develop the necessary social-emotional, academic, and career skills to be a productive citizen in an ever-changing world.</p>

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 (2022-23)
1.A. Tiered system for screening, monitoring, and communicating student progress towards Social Emotional Learning Competencies	Administrators Counselors Teachers	Develop a system that provides consistent analysis of data to determine appropriate social- emotional supports for students.	1. Develop benchmark screening schedule 2. Screen students' SEL competencies using consistent protocols 3. Implement a process for analyzing data 4. Implement tiered systems of support for identified students 5. Track/monitor/communicate students' needs and progress	<ul style="list-style-type: none"> Revised and implemented system of consistent SEL screening practices Developed tiered system of supports and instruction for SEL Consistent system for monitoring student support and progress (DESSA)
	Counselors	Strengthen our K-5 Tier I SEL curriculum and resources	1. Conduct a phased implementation of tier I SEL curriculum by all K-5 counseling staff 2. Provide K-5 counselors with professional learning and support	<ul style="list-style-type: none"> Implement a universal evidenced-based SEL curriculum for tier 1 instruction (Second Step) Develop a multi-year curriculum implementation plan for counselors and classroom teachers
1.B. Tiered systems for tracking, responding, and communicating student behaviors	Administrators Counselors		1. Review and continue to revise Code of Character, Conduct and Support <ul style="list-style-type: none"> Establish tiered behavioral expectations that are paired with tiered consequences and interventions 2. Continue to refine procedures for responding and investigating 3. Track students' behavior using Panorama 4. Provide bullying, civil rights, and Title IX complaint training to staff and education to students/parents	<ul style="list-style-type: none"> Track behavior trends using Panorama to support high expectations for all students Use newly designed discipline matrix to consistently respond to student behaviors
1.C. Equity Action Planning	Directory of D, E, I Administrators		1. Review results of equity audit 2. Determine Communication Plan regarding Equity Audit with stakeholders and develop an Equity Plan 3. Participate in antibias education trainings with Anti-Defamation	<ul style="list-style-type: none"> Developed repertoire of culturally responsive practices with modeled behavior from staff and students Reduced incidents of behavior that violates diversity, equity, and inclusion

			League (ADL)	
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 (2022-23)
2.A. Guaranteed and viable curriculum and high-quality materials	Administrators Math Curriculum Specialists Teachers	All students have access to a high-quality, research-based math curriculum (Illustrative Math)	1. Continued implementation of coherent K-5 mathematics instructional practices through tiered level instruction 2. Provide focused math professional development in the following areas: <ol style="list-style-type: none"> Tier II and tier III interventions Fluency Assessment 3. Implement supplemental K-5 digital tool (ST Math)	<ul style="list-style-type: none"> Developed/utilized tools for administrators for curriculum areas of focus Access to high-quality curriculum resources Strategic schedules and PD plans for math specialists (CPT, coaching, etc.) to support math initiatives and growth Meet ST Math implementation goals
2.B. PreK-12 Literacy Review	Director of ELA Literacy Curriculum Specialists Administrators Teachers	Develop a multi-year PK-12 District Literacy Plan	1. Participate in PreK-12 Literacy Leadership Team 2. Participate in PreK-12 ELA needs assessment with Hill for Literacy 3. Support the development and implementation of a multi-year PreK-12 literacy plan	<ul style="list-style-type: none"> Literacy Needs Review Findings Report Multi-year PreK-12 District Literacy Plan and actionable next steps
	Director of ELA Literacy Curriculum Specialists Administrators Teachers	Educate teachers on current research based literacy practices	1. Facilitate PreK-5 Science of Reading PD <ol style="list-style-type: none"> Establish a phased multi-year revised Dyslexia training for all teachers Assess tier I and II literacy curriculum, materials, and instructional practices 	<ul style="list-style-type: none"> <u>Multi-year Science of Reading literacy plan and actionable next steps</u> Integrated components of Science of Reading into revised units of study
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.				
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3.A. Develop universally designed systems (MTSS/UDL)	All Staff	Common understanding of UDL & MTSS	1. Participate in ongoing MTSS/UDL administrator trainings 2. Provide MTSS/UDL staff training to develop common understanding of the MTSS framework 3. Identify support systems within each tier (with a focus on tier 1	<ul style="list-style-type: none"> Provide all students with equitable access to high-quality grade level materials and resources Scheduled instructional blocks and evidenced-based intervention curriculum that allow for effective intervention

		- Strengthen tier 1 approach for all students	in year 1)	of learning for math and literacy
3.B. Tiered system for screening, monitoring, and communicating academic needs and progress	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. Implement consistent PreK-8 screening tools and schedule by level2. Review and establish data analysis protocols3. Share individual student assessment progress with parent/guardians<ol style="list-style-type: none">a. MAP PD - Family Engagement4. Establish goals with individual students<ol style="list-style-type: none">a. MAP PD - Collaborative student/teacher goal setting	<ul style="list-style-type: none">• District assessment calendar• Developed assessment system to identify and track students' strengths, needs, and progress• Optimize data-driven decision making, progress monitoring, student goal setting, and evidence-based supports and strategies
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 (2022-23)
1.A. Strengthen Community Partnerships	All Staff	Provide ample communication opportunities among members of the Franklin community	<ol style="list-style-type: none">1. Increase opportunities to partner with families	<ul style="list-style-type: none">• Increased level of family engagement and involvement in the school community