Franklin Public Schools District Improvement Update 2022-23
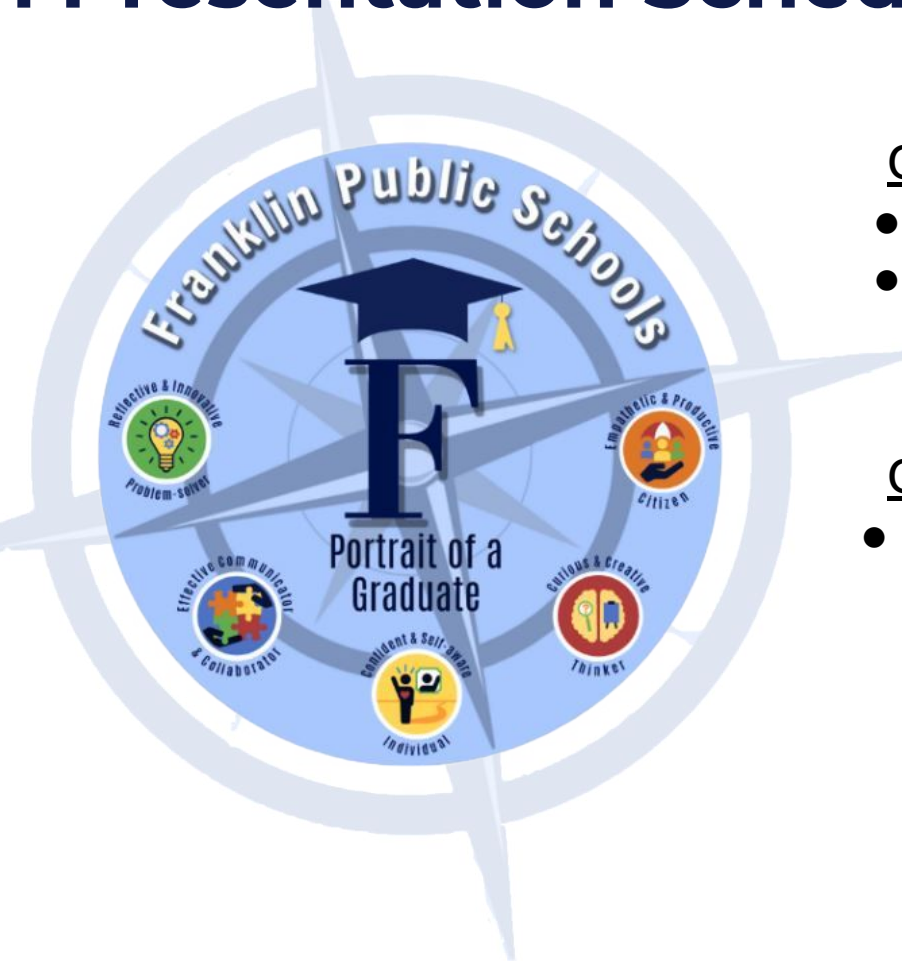
April 11, 2023

Plan Presentation Schedule

September 13, 2022
- Digital Learning Integrationist

September 27, 2022
- Early Childhood Development Center
- Elementary Level

October 11, 2022
- Middle Level
- Franklin High School

October 25, 2022
- Diversity, Equity, and Inclusion

Plan Presentation Schedule

February 28, 2023

- Objective 3: Deliver High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner

April 11, 2023

- Objective 2: Provide Engaging and Rigorous Curriculum

May 9, 2023

- Objective 1: Support the Social-Emotional Well-being of Students and Staff

May 23, 2023

- Objective 4: Engage in Effective Two-Way Communication to Support Student Learning
- Objectives 5: Affirm Diversity, Equity, and Inclusion for All Students

Franklin Public Schools

Portrait of a Graduate

Reflective & Innovative Problem-solver

Empathetic & Productive Citizen

Effective Communicator & Collaborator

Confident & Self-aware Individual

Curious & Creative Thinker

Our Collective Responsibility: Portrait of a Graduate

- ❏ Confident & Self-Aware Individual
- ❏ Empathetic and Productive Citizen
- ❏ Curious and Creative Thinker
- ❏ Effective Communicator and Collaborator
- ❏ Reflective and Innovative Problem-solver

Vision and Core Values

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	Aspirations for our students - defining future success

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	Principles that guide our decision-making

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.*	Beliefs we hold about the impact of our actions

STRATEGIC OBJECTIVE 2
Provide Engaging and Rigorous Curriculum

Strategic Initiative 2.A
All students have access to guaranteed and viable curriculum and high-quality materials

Strategic Initiative 2.B
Engage in a PreK-12 Literacy Review and develop a multi-year District literacy plan

Strategic Initiative 2.C
Evaluate Standards-based Grading

FY23 Outcomes

- Professional development plan

- Consistent practices for curriculum review

- Multi-year literacy plan with actionable next steps

- Understand grading practices and systems to support alignment to standards-based grading

STRATEGIC OBJECTIVE 2
Provide Engaging and Rigorous Curriculum

Strategic Initiative	Outcome	Action Steps
2.A. All students have access to guaranteed and viable curriculum and high-quality materials	- Year 2 implementation K-5 Illustrative Mathematics & year 1 ST Math - Year 1 implementation 6-8 OpenSciEd - Year 1 review & revision Civics curriculum - Year 2 course partner alignment 9-12	Continued professional development and collaboration time
2.B. Engage in a PreK-12 Literacy Review and develop a multi-year District literacy plan	Multi-year PK-12 Literacy Plan	- Literacy Needs Assessment - District Literacy Leadership Team - Literacy Action Plan - Working Groups - Core Program Review and Recommendation
2.C. Evaluate Standards-based grading	K-5 Mathematics Report Card Committee	Review, align & revise Mathematics section of Elementary report card

From Plan to Action

DISTRICT IMPROVEMENT PLAN → LITERACY NEEDS ASSESSMENT → LITERACY ACTION PLAN → CORE PROGRAM REVIEW → PROGRAM RECOMMENDATION

STRATEGIC OBJECTIVE 2.B
Provide Engaging and Rigorous Curriculum

District Literacy Leadership Team

- PK-12 Teachers (18) and Administrators (4)
- Meets Monthly

- Provide guidance and recommendations for PK-12 literacy initiative through the lens of an MTSS model
  - Tiered model for instruction
  - Data-based decision making
  - Inform the creation of a Literacy Action Plan

STRATEGIC OBJECTIVE 2.B
Provide Engaging and Rigorous Curriculum

<u>Literacy Needs Assessment</u>

Purpose

- To better understand the current status of literacy curriculum, instruction and assessment
- Designed to ensure educator voice is driving our understanding and decision making
- Analyze the data and establish thoughtful PK-12 action steps

Design

- Utilized Hill for Literacy's Needs Assessment process
  - Focus Groups
  - Inventories - current literacy and MTSS practices
  - Assessment Inventory
- Findings and recommendations presented to District Literacy Leadership Team

STRATEGIC OBJECTIVE 2.B
Provide Engaging and Rigorous Curriculum

<u>Literacy Action Plan</u>

Purpose
- Recommendations for actions to be taken regarding literacy curriculum, instruction, and assessment (CIA)
- Recommendations will inform district and school improvement plans, and future program implementation

Design
- Action steps through five lenses of MTSS
  - Leadership
  - Tiered Instruction
  - Assessment
  - Professional Learning
  - Family and Community Partnerships

Significant Recommendations
- Core program for literacy PK-5
- Align assessment scope and sequence PK-12
- Strengthen teacher PLC models and PD

Core Program Review

"Create a K-5 Core Program Review Committee in order to review and select an evidence-based core literacy program"

- Core Program Review Committee
  - Narrowed five research-based literacy programs to three
  - Reviewed programs utilizing five inventories
    - Cultural Responsiveness, Instructional Design, Assessment, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension, Listening, Speaking and Writing
  - Offered qualitative and quantitative feedback

- A program is due to be recommended based on feedback from the committee this April

From Plan to Action

DISTRICT IMPROVEMENT PLAN · LITERACY NEEDS ASSESSMENT · LITERACY ACTION PLAN · CORE PROGRAM REVIEW · PROGRAM RECOMMENDATION

Questions