

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject: DIP Goals

Date: October 13, 2020

Dept: School Committee

Reason: Required Vote

Enclosure: yes

Recommendation:

District Improvement Plan

I recommend adoption of the 2020-2021 District Improvement Goals as discussed.

Action Requested of the School Committee:

Majority vote of the School Committee is required.

<u>Vote Tabulator</u>	
A Bergen:	Y / N T Keenan: Y / N
J D'Angelo:	Y / N M J Scofield: Y / N
J Pond-Pfeffer:	Y / N D Spencer: Y / N
E Stokes:	Y / N Action: _____

FRANKLIN PUBLIC SCHOOLS

STRATEGY FOR DISTRICT IMPROVEMENT 2020-2021

VISION			
The Franklin Public Schools will foster within its students the essential knowledge and skills as defined by the FPS <i>Portrait of a Graduate</i> .			
CORE VALUES <ul style="list-style-type: none">• Social-Emotional Development• Safe and Inclusive School Culture• High Expectations for Student Success• Collaborative Community	THEORY OF ACTION <p>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.</p>		
<i>The Franklin Public Schools organizes its improvement efforts around four strategic objectives as noted below. All objectives are approached through a cultural proficient lens. In order to do this, FPS will establish a school-based <u>Equity and Inclusion Committee</u> comprised of administrators, educators, parents/guardians, and students to initiate action steps to progress towards an inclusive, culturally proficient school community. Outcomes to include a) a district definition, vision, and set of expectations about cultural proficiency and b) revision of practices related to recruitment/retention of diverse educators; revision of district and school policies; professional development; and revision of curriculum, assessment, and instruction.</i>			
STRATEGIC OBJECTIVES			
Social-Emotional Well-being of Students and Staff <p>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.</p>	Engaging and Rigorous Curriculum <p>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.</p>	High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner <p>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.</p>	Effective Two-Way Communication to Support Student Learning <p>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.</p>

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STRATEGIC INITIATIVES			
<ul style="list-style-type: none"> Continue to implement the district's plan for social-emotional learning, aligned to the FPS vision of SEL <ul style="list-style-type: none"> Continue to expand educators' capacity to build SEL skills, especially in remote/hybrid environments Continue to pilot Devereaux Student Strengths Assessment (DESSA) and DECA (Devereaux Early Childhood Assessment) and make decision on whether or not to commit to these as SEL measure Expand implementation of Project Interface to promote connections with mental health providers across the community Continue to implement a monthly, district-wide focus on CASEL competencies Examine SEL with an anti-bias lens Continue to implement recommendations from district-wide review of counseling services (focus areas: expanding skill sets of counseling staff; making meetings more efficient by leveraging roles) Continue to implement strategies which provide staff with opportunities to focus on their well-being and self-care Implement 2020-2021 goals for SEL-focused committees: Substance Abuse Taskforce and Student Wellness Advisory Council 	<ul style="list-style-type: none"> Publish Franklin Public Schools' <i>Portrait of a Graduate</i> and continue to communicate across the community Support faculty and staff in examining and revising curriculum and resources for areas of bias Leverage the <i>Portrait of a Graduate</i> to establish the foundation for developing rigorous standards-based curriculum units, which focus on the development of 21st-century skills <ul style="list-style-type: none"> District focus: K-5 mathematics; new social studies frameworks Continue to apply UbD in curriculum development Monitor homework guidelines to ensure that practices across the district are aligned with current research especially within the remote/hybrid learning environment Continue to examine grading reform at the secondary level in all subjects 	<ul style="list-style-type: none"> Adapt and strengthen effective instructional practices in a hybrid and remote learning model (e.g. workshop model, Responsive Classroom, Keys to Literacy, flipped classroom, blended learning) Implement remote instruction and services for students requiring specialized instruction Evaluate the current continuum (tiered system) of instruction for SEL and academics based on data collected after extended school closure; bring schools, by level, into closer alignment Introduce NWEA-MAP in literacy and mathematics K-8 to determine students' current level of skills, provide instruction, and determine growth Expand and leverage resources (hardware, software, and personnel) to support remote/hybrid instruction at all levels Support educators in incorporating culturally proficient instructional strategies 	<ul style="list-style-type: none"> Work with the School Committee, school administration, and school community to develop a Strategy for Improvement 2021-2024 Streamline and strengthen communication during school reopening 2020-2021 Seek input from students, staff, and families about school climate Continue to expand Human Resources communications to enhance recruitment and employee services Continue to strengthen the use of School Councils across the district's schools. Continue to develop and implement a parent education series (focus areas: mental health/anxiety; substance abuse prevention; supporting students in remote/hybrid learning settings) Continue to strengthen and grow community partnerships

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<ul style="list-style-type: none">◦ Substance abuse prevention, vaping detection, diversion, community wellness initiatives• Continue to focus on school safety through collaboration with community partners (focus areas: COVID-19 prevention and response protocols; physical enhancements; training; communication)			
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