

DAVIS THAYER ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2019-2020

VISION			
The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.			
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.			
STRATEGIC OBJECTIVES			
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 will continue to develop capacity in inclusive, culturally responsive practices across all district schools by engaging in professional development; by developing a district definition, vision, and expectations about cultural proficiency; and by examining policies, practices, curriculum, instruction, and communication with a culturally proficient lens.			
<b><i>Social-Emotional Well-being of Students and Staff:</i></b> <i>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.</i>	<b><i>Engaging and Rigorous Curriculum:</i></b> <i>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 develop an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.</i>	<b><i>High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner:</i></b> <i>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.</i>	<b><i>Effective Two-Way Communication to Support Student Learning:</i></b> <i>To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</i>
STRATEGIC INITIATIVES			
<ul style="list-style-type: none"> <li>Develop a cohesive system to identify and support students at risk <ul style="list-style-type: none"> <li>Continue second year piloting Devereux Student Strengths Assessment (DESSA) to accurately assess students' social-emotional competencies</li> <li>Continue to provide professional development around effective SEL strategies and Tier 1 and Tier 2 interventions</li> <li>Continue to hold monthly meetings involving the school adjustment counselor, school psychologist, school nurse, and building administrators to monitor and plan supports for students identified as at risk</li> <li>Continue to offer all grade-levels facilitated recess activities/clubs focused on developing student interests, team building, and good sportsmanship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Strengthen literacy instruction through the continued development of rigorous, integrated standards-based units <ul style="list-style-type: none"> <li>Engage in district-wide professional development throughout the school year</li> <li>Continue to utilize professional learning communities to analyze standards and continue to develop rigorous standards-based units that support the learning of each student</li> <li>Create a common planning schedule that maximizes regular and ongoing teacher and professional development in literacy and math through collaborative work with the literacy and math specialists</li> </ul> </li> <li>Integrate digital literacy standards into the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review special education practices and develop appropriate school structures and models to meet the needs of students on IEPs <ul style="list-style-type: none"> <li>Collaboratively analyze data to assess the effectiveness of various models of providing specialized instruction</li> </ul> </li> <li>Explore additional approaches to promote flexible grouping across classrooms/grade levels to increase opportunities for differentiation</li> <li>Continue to develop and implement inclusive, culturally-responsive practices across all subject areas <ul style="list-style-type: none"> <li>Integrate a variety of culturally-diverse materials into all areas of the curriculum</li> <li>Continue to explore professional development opportunities for administrators and teachers to develop skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continue to expand communication channels to further enhance engagement with the community</li> <li>Strengthen areas of focus for School Council directly related to school and district plans and initiatives</li> <li>Continue to utilize standing committees as a means of fostering two-way communication and engaging stakeholders. Committees include but are not limited to: <ul style="list-style-type: none"> <li>School Council</li> <li>Parent Communication Council (PCC)</li> <li>District's DCF Roundtable</li> <li>Business and Community Partnerships</li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>○ Continue ongoing partnership with Dean College to include a mentoring program for students who are identified as being at risk</li><li>○ Continue to provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children</li><li>○ Implement a monthly focus on the five CASEL SEL competencies in alignment with the district-wide initiative</li><li>● Develop a system-wide response to improve attendance<ul style="list-style-type: none"><li>○ Analyze attendance data and determine plan to decrease chronic absenteeism</li><li>○ Hold regular (per trimester) diversion meetings with families, DCF, Court/Probation, School Resource Officer, and school administrators to provide families with support and resources, as needed</li></ul></li><li>● Continue to develop a school culture that emphasizes the balance between psychological safety and accountability<ul style="list-style-type: none"><li>○ Provide staff with opportunities to embrace their personal and professional passions</li><li>○ Provide staff with opportunities to focus on their overall well-being and self-care</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Implement recommendations from district Homework Committee</li></ul>	<p>on fostering inclusive learning environments and cultural proficiency</p>	<ul style="list-style-type: none"><li>● Continue to build an inclusive and collaborative culture committed to continued growth for teachers and students<ul style="list-style-type: none"><li>○ Continue to create and prioritize scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning. Collaborative times include but are not limited to: Common Planning Time, PLCs, and/or Peer Observations</li></ul></li><li>● Continue to develop and sustain community partnerships to promote student achievement<ul style="list-style-type: none"><li>○ Partnerships with Dean College administration, students and athletes focused on core values and academic achievement</li><li>○ Partnerships with Franklin Food Pantry to encourage community service in conjunction with real life application of math skills</li></ul></li></ul>
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