

F.X. O’Regan Early Childhood Development Center (ECDC)
STRATEGY FOR SCHOOL IMPROVEMENT
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.			
<i>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.</i>			
STRATEGIC OBJECTIVES			
<p>Social-Emotional Wellbeing of Students and Staff</p> <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>	<p>Engaging and Rigorous Curriculum</p> <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 develop an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.</p>	<p>High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner</p> <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>	<p>Effective Two-Way Communication to Support Student Learning</p> <p>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.</p>
STRATEGIC INITIATIVES			
<ul style="list-style-type: none">Develop a cohesive plan for social-emotional learning, aligned to the FPS vision of SEL<ul style="list-style-type: none">The ECDC SEL committee will reboot: redefine the goals of this committee and develop an implementation planTeaching teams will identify skills and lessons that align with our newly developed assessment rubric for SEL which aligns with MA Frameworks and BDPK curriculumBuild educator capacity in developing students' SEL skills<ul style="list-style-type: none">Provide PD opportunity for the SEL committee to share their work with the full staff	<ul style="list-style-type: none">Expand upon rigorous standards-based curriculum units, which focus on the development of 21st-century skills<ul style="list-style-type: none">Implement BIG DAY FOR PREK curriculum:<ul style="list-style-type: none">Implement, review, evaluate each BDPK unit and ensure aligned with the development of the new ECDC report card and assessment rubricContinue to provide professional staff time to plan and scaffold curriculum to meet the diverse needs of children with and without IEPs.BCBA will work with the Intensive Program teaching team to develop and implement	<ul style="list-style-type: none">Develop and implement a continuum of services for enrichment and interventions<ul style="list-style-type: none">Work with Team Chair to train staff and implement the Student Support Team process at ECDCExamine and align district-wide practices in curriculum, assessment and instructional practices<ul style="list-style-type: none">Align Math practices in PK with Big Day CurriculumInfuse opportunities for rich science lessons into BDPK units, using our Community Garden as a focusDevelop capacity in culturally responsive instructional practices<ul style="list-style-type: none">Continue to develop strategies to identify students at risk	<ul style="list-style-type: none">Revise and expand communication channels to enhance engagement with the community<ul style="list-style-type: none">Increase engagement through social mediaEnsure all staff use effective and continuous forms of communication with families (transition to S'more newsletters this school year)Strengthen the use of School Councils across the district's schools<ul style="list-style-type: none">ECDC's School Council will work to identify CORE valuesto help create and evaluate the SIP for the 20-21 school yearDevelop and implement a parent education series.

<ul style="list-style-type: none">Continue to develop a school culture that emphasizes the balance between psychological safety and accountability<ul style="list-style-type: none">Support staff with opportunities to embrace their personal and professional passionsProvide staff with opportunities to focus on their overall well-being and self-careAs a staff, work to ensure psychologically safe and collaborative teams and PLCs	differentiation and accommodations to 2-3 BIG DAY FOR PRE-K thematic units to support children with ASD	<ul style="list-style-type: none"><ul style="list-style-type: none">Provide tri-annual, well publicized "preschool screening" dates for students not enrolled at ECDC, as well as ongoing screening as requestedDevelop a play group for children 2.6-3 years of age to help facilitate the EI transition processFurther foster collaborations with local daycare, preschool and Early Intervention programs to strengthen our Child Find effortsContinue to build a connection to the school community for families of ELs and children with diverse needs through Connections! Meetings and parent support in collaboration with Self Help, Inc.Continue to develop guidelines and scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning<ul style="list-style-type: none">PLCsPeer Observations (vertical and horizontal)Preschool and Kindergarten "PD YOUR WAY" Professional DevelopmentECDC Technology PLC will work to enhance Digital Literacy at the preschool level with:<ul style="list-style-type: none">the development of a vision for the use of technology in the early childhood classroomExplore the diverse use of the Clear Touch computers and create a resource of apps, websites and technical support to help all teachers access the device for student success	<ul style="list-style-type: none"><ul style="list-style-type: none">Continue to develop and utilize community partnerships, such as with Self Help, Inc. to support Social Emotional Learning through parent and staff trainingsStrengthen connection to the school community for families:<ul style="list-style-type: none">By offering play groups for families of children transitioning from EI to the public schoolsBy offering Coffee and Conversation sessions at least 4 times per yearBy offering a <i>Connections!</i> Community for parents of children with special needsBy working with the School Council and PCC to involve families, staff and students in the identification of ECDC CORE VALUESStrengthen our community connections:<ul style="list-style-type: none">Partnering with the Senior Center,<ul style="list-style-type: none">Continue the Senior Ambassador programBegin a "Buddy" program with the "Sunshine Club"Partner with Tri County to host at least 2 students in our classroomsPartner with FHS to provide Child Development Students at the high school an opportunity to learn about teaching young children with and without special needsContinue collaborations with Self Help, Inc. to provide parent support, training and fun family eventsExplore partnership with DEAN for <i>NEW</i> Bachelors program in Early Childhood
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