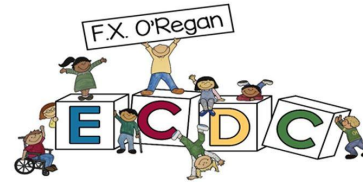




FRANKLIN PUBLIC SCHOOLS

2023-24 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.	<ol style="list-style-type: none"> 1. Formalize a plan with ECDC staff for the use and implementation of eDECA to include students currently enrolled, with and without disabilities. Work towards making this part of the ECDC curriculum for all students. 2. Develop a multi-year curriculum implementation plan for counselors and classroom teachers. <ol style="list-style-type: none"> a. Create a committee/team of counselors, teachers, and admin to create a three-year plan for strengthening Tier 1 SEL in elementary classrooms. 3. Developed a Tiered system of evidenced-based support and instruction for SEL with an emphasis on student support within Tier 1 to engage all learners. 	<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 will have access to resources and coaching through the use of targeted interventions to help them support their child. ● The 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 services and/or if they would benefit from targeted interventions in the general education environment. ● Incorporate other SEL curricula/strategies like the <i>Second Step and Zones of Regulation</i>.
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 (2023-24)

2.A. Develop and refine a guaranteed and viable curriculum and high-quality materials.	Administrator 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. Reflect and refine instructional practices through a UDL lens to increase student engagement and depth of understanding.2. Continue trial of Foundations Phonemic Awareness, expanding to at least 4 classrooms	<ul style="list-style-type: none">• The 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.)• Implement <i>PreK On My Way</i> Curriculum.
2.B. Implement the PreK-12 Literacy Implementation Plan	Director of ELA Literacy Curriculum Specialists Administrators Teachers	Continue to strengthen literacy instruction based and proven research-based practices.	<ol style="list-style-type: none">1. Support the implementation of a multi-year PreK-12 literacy plan.	<ul style="list-style-type: none">• Multi-year <i>PreK-12 District Literacy Plan</i> and actionable next steps• Teachers will analyze data to inform tiered instruction and support
	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 (2023-24)
3.A. Develop staff capacity to support universally designed practices.	All Staff	Establish a shared understanding of UDL and MTSS Strengthen tier 1 approach for all students	<ol style="list-style-type: none">1. Continue to provide MTSS/UDL staff training to develop a common understanding of the MTSS Framework.2. Identify tiered systems based on a foundation of high-quality tier 1 instruction for all students and use student learning data to guide tier 2 and 3 instruction.3. Schedule instructional blocks to maximize the impact of service providers, interventionists, and curriculum specialists in building academic schedules.	<ul style="list-style-type: none">• Staff should not only be able to identify tiered interventions for SEL, but they will also 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. Continue planned implementation of the	Directors of	All educators develop shared	<ol style="list-style-type: none">1. Continue to implement PreK-8 screening tools using the district assessment calendar	<ul style="list-style-type: none">• A protocol for preschool special education screening will be in place with an improved reporting process

tiered system for screening, monitoring, and communicating academic needs and progress	Curriculum All Staff	expectations for conducting high-quality assessments, developing IEP goals, and writing evaluation and screening reports	<ol style="list-style-type: none">2. 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">● 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 (2023-24)
4.A. Strengthen Community Partnerships	Administration	Provide ample communication opportunities among members of the Franklin community	<ol style="list-style-type: none">1. Contact Criterion Early Intervention and meet with them on a regular basis to establish a working relationship with Criterion (Fall 2023)2. Contact Franklin area SMOC/Head Start agencies and establish working relations with them (Fall 2023)3. Contact area daycares and preschools in Franklin to establish positive working relationships with them (Fall 2023)4. Connect with the Franklin Public Library, have them attend school events, and assist in signing up families. Work with them to establish the 1,000 books before the kindergarten program (Fall 2023)5. Contact the Dean College Early Childhood Education Program and build a working relationship (Fall 2023).6. Contact the Franklin Senior Center to grow the relationship between the ECDC and the Senior Center (Fall 2023)7. Partner with Franklin High School and Local Community Colleges to explore opportunities for an early college credit program for seniors at FHS (Spring 2024)	<ul style="list-style-type: none">● Increased level of family engagement and involvement in the school community.● Established partnerships with FHS and the college level
4.B. Staff Recruitment		Recruit highly skilled staff to	Thoughtfully and intentionally recruit faculty/staff with beliefs that support the district's DEI goals.	<ul style="list-style-type: none">● Staff will begin to reflect the student community, one hire at a time.

		reflect the students and families at ECDC.		
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