



ECDC School Improvement Plan Updates

3.12.19



2018-2019 Strategic Objectives

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, 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.

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 develop an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.

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.

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 seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

I. 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, 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.

Mid-Year Progress with Early Indicators of Success

ECDC SEL PLC received a \$5000 donation from **Big Y** to create “Chill Zones” in each classroom!



“Chill Zones” are small, quiet spaces with a myriad of tools that students can use to calm themselves down and get ready to learn.”
Sandra Wong, ECDC OT and Jen Curry, FPS School Psychologist

Staff and Parent training by Jeanine Fitzgerald to help identify temperament traits and adjust teaching/tone/approach to increase effectiveness of interactions and interventions.

- 3-5-19 PD for all ECDC staff
- 4-1-19 2 Hour training for families and local childcare providers

“Fill Your Well” Selfie Challenge”



II. 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 develop an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.

Mid-Year Progress with Early Indicators of Success

- Staff have implemented 5 of the 8 BDPK units and are excited about the learning and the resources
- Staff have identified the need for a new report card
- ECDC Technology Team:
 - has drafted a vision statement and is seeking feedback from stakeholders
 - conducted an assessment of technology use
 - met with the Director of Technology and a rep from Clear Touch to ensure we know the full capacity of the technology in our capital request



III. 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.

Mid-Year Progress with Early Indicators of Success

- One PLC reached out a Literacy Specialist at Keller to discuss oral language in BDPK, prompting them to develop a CROSSWALK with MA Frameworks and BDPK
- One PLC has developed ASD accommodations for 1 unit and is working on the 2nd
- On our January PD day, all staff participated in developing additional CROSSWALKS with MA Frameworks (SEL/Play, Literacy, Math) and BDPK
- ECDC TeamChair is now piloting a Student Support Team at ECDC



IV. 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 seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

Mid-Year Progress with Early Indicators of Success

- Blogs and Twitter use is increasing, and the quality of posts is also increasing
- Established the ECDC School Council
 - The council has met twice and has determined to develop a plan for identifying ECDC Core Values over the next school year

