



FPS Preschool (ECDC) School Improvement Plan

9.24.19



Our 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.

2019-2020 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.

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.

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.

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.

Cultural Proficiency

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.

BIG DAY FOR PRE K!

Year 2 of our roll out incorporates
all our Strategic Objectives!

Ensure Kindergarten Readiness by Building a Foundation for Success

BIG DAY
for preK
Make Learning Bigger

Program Overview Curriculum Program Components Research and Authorship Funding Order Now

Program Overview
Big Experiences Launch Learning

In *Big Day for PreK*, each day is organized around three Big Experiences—Whole-Group, Circle Time, and Story Time lessons—that provide an anchor for conversation, play, and learning. Carefully selected activities ground the entire class in a common Big Experience.

Big Experiences provide integrated learning opportunities and introduce children to new vocabulary, concepts, and skills. *Big Day for PreK* provides intentional instruction in all learning domains:

- Social-Emotional Development
- Oral Language and Vocabulary
- Emergent Reading
- Emergent Writing
- Mathematics
- Science
- Social Studies
- Fine Arts
- Physical Development
- Technology

Small Groups Build On Big Experiences

Daily small-group instruction provides multiple opportunities for children to be actively involved in learning, developing skills with teacher modeling, guidance, immediate feedback, and support. Small Group lessons focus on the most predictive skills: phonological awareness, alphabet recognition, and mathematics.

Learning Centers Extend Big Experiences

Each theme offers weekly activities for learning centers that extend the content from the Big Experiences. In *Big Day for PreK*, all Learning Centers are intentional, purposeful, and fun! Suggestions for materials, writing connections, and conversation support are provided for each center.
[See Sample Big Day for PreK Learning Centers!](#)

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.

Initiative Highlights (aligning with elementary)

- The ECDC SEL committee will reboot: redefine the goals of this committee and develop an implementation plan for our “cozy corners” or “green zones”
- Support staff with opportunities to embrace their personal and professional passions
- Provide staff with opportunities to focus on their overall well-being and self-care
- As a staff, work to ensure psychologically safe and collaborative teaching teams and PLCs

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.

Initiative Highlights (aligning with elementary)

- Implement, review, evaluate each BDPK unit and ensure aligned with the development of a new ECDC report card and assessment rubric
- Develop a play group for children 2.6-3 years of age to help facilitate the EI transition process
- BCBA will work with the Intensive Program teaching team to develop and implement differentiation and accommodations to 2-3 additional BIG DAY FOR PRE-K thematic units to support children with ASD

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.

Initiative Highlights (aligning with elementary)

- Further align Math and Literacy practices in PK with Big Day Curriculum
- Infuse opportunities for rich science lessons into BDPK units, using our Community Garden as a focus
- ECDC Technology PLC will work to enhance Digital Literacy at the preschool level with the development of a vision for the use of technology in the early childhood classroom and a plan to ensure meaningful use and student outcomes

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.

Initiative Highlights (aligning with elementary)

- Increase engagement through social media
- Support staff in utilizing effective and continuous forms of communication with families
- ECDC's School Council will work to identify a set of ECDC CORE values
- Explore a partnership with Dean College for their *NEW* Bachelors program in Early Childhood

Questions?