

K-5 School Improvement Plan Updates

3.12.19



2018-19 Strategic Objectives

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.

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

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.

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 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 Across All or Multiple Schools

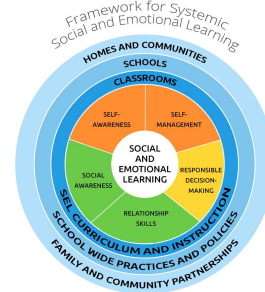
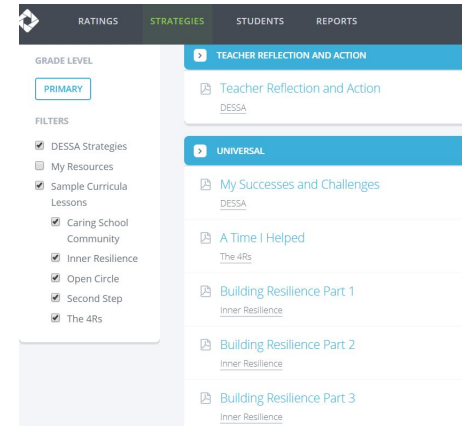
- Participated in PD and case study consults with Jessica Minahan
 - 2 times at each school
- Developed consistent communication plan to help improve attendance
- Hosted periodic diversion meetings (in collaboration with state and local agencies) to help improve attendance (Parmenter, DT, Oak)
- Collaborated with SEL Leadership Team to present at March 1st PD day
- Partnered with Franklin Food Pantry to provide weekend backpack food program
 - Currently supporting 88 students (DT - 23; Jefferson - 11; Keller - 3; Kennedy - 5; Oak - 3; Parmenter - 40)

I. Social-Emotional Well-being of Students and Staff: Highlighted Initiatives at Specific Schools

- **DESSA Pilot (DT, Kennedy, Parmenter, Oak-REACH)**
 - Completed two rounds of DESSA assessments, administering the mini and/or full DESSA, as needed
 - Analyzed grade-level and classroom data, identified goals, and explored DESSA lessons
 - Implemented DESSA and district-developed lessons across grade-levels and classrooms
 - Collaborated with SEL Leadership Team to present at March 1st PD Day
 - Soliciting feedback from teachers regarding ongoing SEL lessons and DESSA resources
- **SEL Practices (Oak)**
- **Zones of Recess (Keller)**

Other School Specific Initiatives

- **YOU Inc. partnership (Parmenter)**
- **William James (Jefferson and Oak)**



II. Engaging and Rigorous Curriculum:

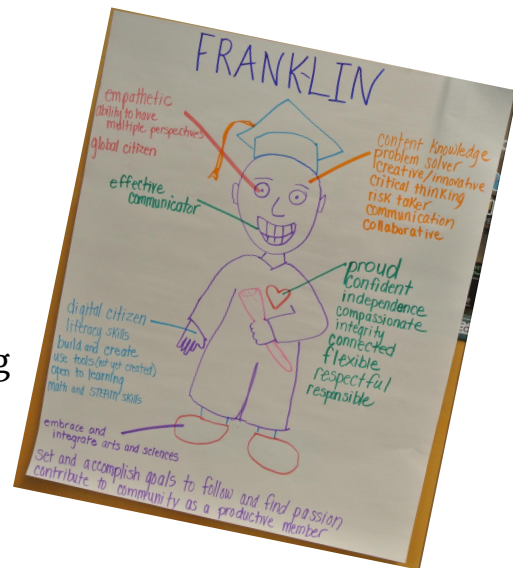
To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college, career, and civic endeavors, the Franklin Public Schools will develop an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.

Mid-Year Progress with Early Indicators of Success Across All or Multiple Schools

- Further developed current instructional practices in literacy
 - August & November 2018 PD - Emphasis on Reader's Workshop and conferring
 - In the process of developing revised reading assessments in grades 3, 4, 5
- Planned the implementation of physical, life, and earth science standards
 - Earth Science PD - Grades 4 & 5 (January & February 2019)
 - Newly developed science units throughout grades K-5 as appropriate to teacher SMART goals and professional development work

II. Engaging and Rigorous Curriculum: Highlighted Initiatives at Specific Schools

- Personalized learning instructional practices (Parmenter School)
 - SMART Goals - 100% of Parmenter staff have a personalized learning Professional Practice SMART Goal. Examples include:
 - Gr. 5 - Project-based learning
 - Gr. 3 - Makerspace - integration of STEAM
 - PD Your Way - Every other staff meeting devoted to examine researched-based practices and develop personalized learning experiences
 - Newly developed units in all subject areas across K-5 with a focus on rigor and personalized learning



Other School Specific Initiatives

- UbD unit development- review of Stage 1 & 2 and launching of Stage 3 (Parmenter)
- Argumentative speaking and writing curriculum work (Keller)
- Ongoing collaboration with curriculum specialists to develop and refine units of study in literacy and math (Davis Thayer)

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 Across All or Multiple Schools

- Revised approaches to targeted instruction
 - Provide ongoing opportunities for students to enhance and reinforce their learning (i.e. Genius Hour, Targeted Instruction Blocks)
 - Collaboration among curriculum specialists and teachers during monthly Common Planning Times (CPT) focused on targeted instruction
- Refined specialized instruction practices to better meet the needs of students on IEPs
 - March 1st and monthly department PD
 - Strengthened communication among co-teaching partnerships, service providers, team chair, and principal
 - Increased collaboration among curriculum specialists and special educators

III. High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner: Highlighted Initiatives at Specific Schools

- Revised IST and Targeted Instruction (Jefferson)
 - Intervention/Correction/Enrichment (ICE) blocks implemented at Jefferson this year
 - IST process revised and shared with staff
 - Site-based funds used for part-time interventionist to work with small groups identified through IST and PLCs during ICE

Other School Specific Initiatives

- Collaboratively examined and revised RtI structure, process, and protocols (Davis Thayer)
- Gender Identity Training (Jefferson)
- Integration of STEAM in math, science, and literacy units (Kennedy, Parmenter)
- Improved SEL supports and protocols through Behavior Emotional Support Team (Keller), Student Support and Safety Team (Parmenter), SEL Team (Oak), and Instructional Support Teams (DT, Kennedy)
- Integration of Responsive Classroom and Zones of Regulation strategies throughout school day (including Break Stations throughout the school)

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 Across All or Multiple Schools

- Strengthened use of School Council with more focused initiatives
 - i.e. budget considerations, impact of technology, improving family communication
- Continuously providing updates via social media and newly-designed websites
- Partnered with community organizations (i.e. YOU Inc., Hearts of Kindness, local Veterans, Dean College, DCF, Franklin PD, Franklin FD, Bay State Family Resource Center, Franklin Senior Center)



Hearts of Kindness returns to Franklin
FRANKLIN – For the second time, hearts adorn the Franklin Town Common, strung up from tree to tree to celebrate both Valentine's Day and Random...
milforddailynews.com

IV. Effective Two-Way Communication to Support Student Learning: Highlighted Initiatives at Specific Schools

- Collaboration among staff focused on inclusion models (Kennedy)
 - Whole staff PD focused on models of inclusion instruction
 - Team teaching, parallel teaching, station teaching, alternate teaching
 - Collaborative planning and methods of communication
 - Worked with NECC consultant to create streamlined agendas and meeting notes
 - Classroom notebooks for communication among teachers and ESPs
 - Updated schedules to include weekly consultation meetings for special education staff
 - Plan to revamp master schedule to better facilitate co-planning/teaching opportunities
 - Shared Google sheets to update needed staff on student concerns, strategies used, and family communication

Other School Specific Initiatives

- Revised Curriculum Night format through collaboration with staff and families (Keller, Kennedy, Parmenter)
- Developing Communication Strategy (Keller)

Thank You...
Questions?

