

Preschool-5 School Improvement Plan Updates

1.23.18



2017-18 Strategic Objectives

I. 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 all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.

II. To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

III. To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.

IV. 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.

Preschool - Grade 5 Shared Progress Towards Strategic Objectives

- Educators serving on districtwide committees (Social-Emotional Learning Leadership Team, Homework Study Group, Peer Learning, Science Committee, and Digital Learning Committee)
- Implementation of revised social-emotional learning (SEL) curriculum for grades 4 & 5
- Educators' participation in SEL professional development - Behavioral and educational strategies for working with students with anxiety and executive functioning challenges
- Implementation of instructional changes for science (STEMscopes) and digital learning curriculum standards
- Participation in focus groups as part of the Superintendent's transition plan
- Review of use of School Councils in an effort to strengthen two-way communication between schools and families
- Emphasis on core values throughout daily life of schools

FX O'Regan ECDC

Mid-Year Progress:

- ECDC's Social Emotional Learning (SEL) PLC has developed 2 SEL lessons that are being implemented and the concepts carried over by the classroom team.
- ECDC's Curriculum Committee has established a timeline and scope for our work; has developed a survey sent to other integrated preschool programs; has begun to research curriculum options for our preschool; has enlisted Vicki Saladna (Math Specialist) to support us in our work.
- Provided families with the first progress reports generated through Teaching Strategies Gold in time for December conferences.

Next Steps:

- Continued professional development to support TSG as well as a joint ED CAMP professional development with Oak Street School
- Outreach and education to families around SEL to include a Parent Training with Jeanine Fitzgerald, "Beyond Begging, Bossing and Bribing," and an SEL presentation at our spring Curriculum night

Davis Thayer

Mid-Year Progress:

- With the help of Dawn Fernandez, ELD teacher, we began DT Goes Global this year. Students have learned about Brazil, Italy and China to date. 4th and 5th grade students participate in a club that focuses on global awareness. A “foreign exchange student” program was launched where primary students take home “Flat Marco”.
- DT has implemented recess club opportunities for all grade levels this year to facilitate opportunities for students to build experiential knowledge as well as vocabulary. These are also opportunities to build social skill development in real time.
- DT has a heavy focus on ELA unit planning this year and last. Through data collection, we have noticed that math unit planning also needs a stronger focus. We have built in common planning opportunities with the math specialist one to two times per month to focus on fully aligning our practice with the curricular frameworks across all grade levels.

Next Steps:

- School Council this year is focusing on increasing summer reading and math engagement. We are working to develop a parent survey as well as practices to implement this coming summer.
- Continue to grow and strengthen our Dean College Partnerships to include building a mentoring program, supporting classrooms with student role models and tutoring opportunities.

Jefferson

Mid-Year Progress:

- Each grade level is planning one All School Meeting this year connected to our “PAWS-itive” behavior recognition program. Topics have included cooperative group work, being a “bucket filler,” and the Super Flex characters.
- At the August 28th staff meeting, all staff divided into groups to reflect on the school’s core values and what those meant to us as adults who are part of a community. A draft was created, feedback was gathered, and revisions were made to get to one list for all.
- The School Council has begun revising the school-specific portion of the Student & Family Handbook, particularly in regards to processes for arrival and dismissal.

Next Steps:

- Continue our work as a staff on social-emotional learning- having an upcoming curriculum meeting on anxiety and offering a book club for “The Behavior Code” by Jessica Minahan.
- Develop and increase our resources for cultural heritage months, holidays, etc. through work on SMART goals, outreach to families and other groups in the community, and All School Meetings

Helen Keller

Mid-Year Progress:

- As a school, we continue to identify and support students who are at risk with the implementation and refinement of our Behavioral Emotional Support Team (BEST).
- Keller's newly developed Instructional Leadership Team (ILT) has engaged all staff members in examining the revisions to the MA Curriculum Frameworks, the impact on instruction, and opportunities for cross-curricular connections.
- Classroom teachers introduced science using the district developed launching unit which includes engaging activities for students in all grade levels. Classroom teachers have begun implementing the life science standards using STEMscopes and the district developed unit planners.

Next Steps:

- Continue to develop and implement programming and practices that support an inclusive and culturally responsive school (students' native countries, 2018 Olympic Games).
- Strengthen two-way communication between the school and families by developing and implementing a communications plan.

John F. Kennedy

Mid-Year Progress:

- Family and community members shared presentations focused on celebrating cultural diversity and connections to grade level curriculum (African safari, JFK alumni civil engineers, Channel 4 meteorologist, cultural celebrations, Skyping with authors and scientists).
- Classes are utilizing the newly set up science lab room to engage in science lessons and experiments using the new STEMscopes materials and kits.
- Continued implementation of a joint decision making model to promote teacher leadership in creating structures that support student growth and learning:
 - Unit design during common planning time based on student progress and assessment data
 - Peer observations at Kennedy and in other classrooms in the district
 - Core Values Committee work to embed our core values into the daily life of our school and celebrate successes.

Next Steps:

- Continue to plan and implement outreach and educational opportunities for families on the signs of student stress, anxiety and offer strategies to support their children through PCC presentations, shared resources, and school newsletters.
- Plan and provide professional development opportunities for teachers to enhance skills on fostering inclusive learning environments and cultural proficiency.

Oak Street

Mid-Year Progress:

- During grade level meetings, the principal and assistant principal have met with and facilitated conversations about identity and diversity with the students and explored ways we can strengthen our inclusive school community using lessons from the Southern Poverty Law Center's website, *Teaching Tolerance*.
- Our team taking the William James College Graduate Certificate Program entitled *School Climate and Social Emotional Learning* has completed two courses and has begun the third. Faculty meeting time is being used to share learning and to guide conversations on our school's vision moving forward.
- A survey was given to parents and guardians during teacher conferences in December and 178 responses were collected. Administrators and educators are working with Oak Street's School Council to create a plan for communication, including opportunities to give feedback on building based planning.

Next Steps:

- Continue to work on the communications plan with educators and families in order to better inform and partner with parents/guardians on all topics concerning student learning.
- Continue to develop teacher facilitated PD opportunities including peer observation and EdCamp sessions.

Parmenter

Mid-Year Progress:

- Newly developed & revised standards-based units following the Understanding by Design (UbD) approach - each team has developed at least 4-5 new/revised units
- Newly structured Student Support & Safety Team that clearly identifies & supports students with social-emotional learning needs
- Enhanced joint decision-making model through further developed committees, such as: Community Building Team, School Council, Character Education Committee, & “PD Your Way” professional development staff workshops

Next Steps:

- Lesley University PD planned for 3 half days in Feb., March, Apr. to provide staff with training that will increase our SEL practice & knowledge of the impact of trauma on student learning
- Finalizing plans to provide more support to families through YouInc. services & YMCA/Food Pantry grant