

School Committee FHS SIP Update

January 9, 2017



VISION

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

THEORY OF ACTION

If we nurture a safe, supportive, inclusive, and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.

STRATEGIC OBJECTIVES

To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin High School 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.

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

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 High School 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.

To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin High School will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

STRATEGIC INITIATIVES

<ul style="list-style-type: none"> Expand in scope and frequency the piloted advisory program. <ul style="list-style-type: none"> Develop and implement a schedule suited to the needs of the FHS community. Continue to define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative. Explore potential topics of discussion based on student and building needs Continue to provide staff with training/support. Continue to solicit regular feedback from all stakeholders. Continue to implement and refine a Developmental Guidance program. Continue to collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition. Dedicate time during faculty meetings, professional development and Principal's Council in order to address strategies for the five competencies of SEL Continue to develop strategies to identify students at risk <ul style="list-style-type: none"> Integration of SEL into Instructional Support Team (IST) processes 	<ul style="list-style-type: none"> Review grading practices beginning at the high school. <ul style="list-style-type: none"> Principal's Council will research, analyze, and discuss effective grading practices Pilot grading systems throughout multiple grades and disciplines Ensure that all curriculum, instruction, and materials reflect an inclusive school environment. Continue implementation of alignment and instructional changes of new standards in: <ul style="list-style-type: none"> Math ELA/Literacy Digital Learning Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students. Continue to provide opportunities for two-way communication about school academic programs and initiatives with the goal of increased understanding among all stakeholders. 	<ul style="list-style-type: none"> Explore professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments and cultural proficiency. Continue to administer professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication. Continue to develop and strengthen the degree to which FHS' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving. Incorporate feedback and ideas generated by a joint committee of district administration and FEA leadership to foster ongoing dialogue about educator evaluation and promote improved outcomes for students. Continue to improve professional development and training around the educator evaluation process. Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process. 	<ul style="list-style-type: none"> Make use of various outlets such as the evaluation process, peer observation, and social media to celebrate effective practices in the classrooms. Write bi-weekly memos to staff and families to support two-way communication and to provide regular updates of priorities, initiatives, and events at FHS. Provide outreach and education to parents and families on the signs of student stress, anxiety and other strategies to support their children. Continue to develop partnerships in the community at large to support both academic and social/emotional growth. Continue to develop and improve student and family involvement in post-secondary planning and transitions. Establish additional outlets to facilitate internal two-way communication within FHS. Continue to develop opportunities to engage stakeholders in two-way communication through School Council meetings.
<ul style="list-style-type: none"> Utilize behavioral and <u>SEL</u> assessment tools in order to identify at risk students Continue to implement the Signs of Suicide program as a component of the wellness curriculum in grade 9 Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children. Continue to develop partnerships to support Social Emotional Learning in the community at large 	<ul style="list-style-type: none"> Expand the New Teacher Academy to continue the work stemming from New Teacher Orientation and staff mentoring to better support new teachers as they grow professionally and become part of the FHS community. Conduct regular check ins with mentor/mentees and co-teaching pairs. Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas Examine and implement NEASC recommendations from the 2017 visit 		

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.

Mid Year Update:

- Guidance seminars taking place in every grade to discuss topics that are grade relevant, such as pathways for 9th/10th grade, as well as college and career readiness for 11th/12th, and financial planning for seniors
- Year two of advisory!
 - Students shared with Dr. Ahern, "We want and need more advisory"
 - Overall positive feedback; aiding in building relationships; abundance of ideas for future topics and use of time; total number of advisory doubled from last year
 - Have been able to have Class-Wide meetings...huge success!
 - Time management, sexual harrassment/civil rights training, the 'other' things
- An expanded Mental Health Awareness week, including parent outreach, coming soon
- Signs of Suicide curriculum has continued in the 9th grade
- Administration's focus on identifying & supporting at-risk students

I. Connections...Next Steps

- Goals for mental health, physical activity and nutrition.
 - Discussions have started with our Health/Wellness Department
- Dedicate time during faculty meetings, professional development and Principal's Council in order to address strategies for the five competencies of SEL
- Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.
 - Scheduled for the spring, our Adjustment Counselors meeting with PCC and community to present information, update, and answer questions
- Continue to develop partnerships to support Social Emotional Learning in the community at large

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.

Mid Year Update:

- NEASC results (commendations 44, recommendations 29) shared with our staff and community.
- Ongoing creation and revision of curriculum maps and unit plans
- Ongoing review of curriculum, instruction, and assessment through walkthroughs, department meetings, principal's council
- Continued discussions of overall grading practices with building leaders including Standards-Based education...pilot program occurring now
- PCC meetings with Department Heads to inform families of curriculum with time for questions/comments
- New Teacher Academy, Mentor/Mentee meetings, Co-Teaching checkins, all in full swing

II. Personalization and Individual Needs...Next Steps

- Ensure that all curriculum, instruction, and materials reflect an inclusive school environment.
- Continue to provide opportunities for **two-way communication** about school academic programs and initiatives with the goal of increased understanding among all stakeholders.
- Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas
- Continue to examine and implement NEASC recommendations from the 2017 visit

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.

Mid Year Update:

- Weekly administrator meetings to reflect on decision making, teacher evaluation, and other timely topics
- Building leaders meet regularly with FEA leadership to discuss pertinent topics, safety, etc.
- Continued calibration of evaluation practices
- Program of Studies with new courses for upcoming year with Core Values and updated Academic Expectations
- Professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments and cultural proficiency.
- Professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication.
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III. Collaborative Culture, Shared Beliefs and Vision...Next Steps

- Continue to develop and strengthen the degree to which FHS' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving.
- Incorporate feedback and ideas generated by a joint committee of district administration and FEA leadership to foster ongoing dialogue about educator evaluation and promote improved outcomes for students.
- Continue to improve professional development and training around the educator evaluation process.
- Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.

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.

Mid Year Update:

- Bi-weekly memos to parents/families, and students regarding celebrations of effective practice, upcoming events, and resources
- Weekly memos to staff regarding celebrations of effective practice, staff acknowledgments, upcoming events, etc
- School Council meetings- review goal, update on progress and develop initiatives
- Make use of various outlets such as the evaluation process, peer observation, and social media to celebrate effective practices in the classrooms.

IV. Communication...Next steps

- Provide outreach and education to parents and families on the signs of student stress, anxiety and other strategies to support their children.
- Continue to develop partnerships in the community at large to support both academic and social/emotional growth.
- Continue to develop and improve student and family involvement in post-secondary planning and transitions.
- Establish additional outlets to facilitate internal two-way communication within FHS.
 - Principal coffee sessions are planned for the winter/spring session



August Challenges/Next Steps...an update:

- Underage Drinking/Substance Abuse...**numbers are down!**
 - Continued focus on building relationships (Advisory)...**a positive!**
 - Inclusive School Environment/Cultural Proficiency...**AACC**
 - Grading, Assessment, Feedback PD...**a multi-year study**
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- The 1%-School tardies, attendance, refusal...**Student Voice!**