

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject: FHS SIP

Date: October 11, 2022

Dept: SC

Reason: Required Vote

Enclosure: yes

Recommendation:

FPS High School Improvement Plan

I Recommend approval of the High School Improvement Plan as presented.

Action Requested of the School Committee:

Majority vote of the School Committee is required.

<u>Vote Tabulator</u>	
C. Bernstein:	Y / N D. McNeill: Y / N
D. Callaghan:	Y / N M. Whitmore: Y / N
Al Charles:	Y / N D Spencer: Y / N
E Stokes:	Y / N Action: _____



FRANKLIN PUBLIC SCHOOLS



2022-23 Franklin High School School Improvement Plan

VISION

The Franklin Public Schools (FPS) will foster within its students the essential knowledge and skills as defined by the FPS *Portrait of a Graduate*: confident and self-aware individual; empathetic and productive citizen; curious and creative thinker; effective communicator and collaborator; reflective and innovative problem-solver.

CORE VALUES

FPS is Committed to...

- the Social-Emotional Development of Students
- a Safe and Inclusive School Culture
- Setting High Expectations for Student Success
- Creating a Collaborative Community

THEORY OF ACTION

IF we...

- Nurtures a safe, supportive, inclusive, and collaborative learning environment
- Provides 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;
- 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.

STRATEGIC OBJECTIVES

1. Support the Social-Emotional Well-being of Students and Staff	2. Provide Engaging and Rigorous Curriculum	3. Deliver High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner	4. Engage in Effective Two-Way Communication to Support Student Learning	5. Affirm Diversity, Equity, and Inclusion for All Students
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Strategic Objective #1: 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, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2022-23)
1.A. Tiered system for screening, monitoring, and communicating student progress towards Social Emotional Learning Competencies	Administrators Counselors	All students will be screened for SEL competencies and monitored for progress.	<ol style="list-style-type: none"> Develop benchmark screening schedule for 7-10 MetroWest Adolescent Health Survey, 7-10 SBIRT, Mood Check (WCW) Implement a process for evaluating and monitoring results 	<ul style="list-style-type: none"> Revised and implemented system of consistent SEL screening practices Implement a system for monitoring student support and progress. [K-12 Panorama]
	Administrators Counselors Teachers	Develop an Advisory Program that will: <ol style="list-style-type: none"> Provide opportunities for students to develop meaningful connections and build relationships with a small group of peers 	<ol style="list-style-type: none"> Establish Advisory program Develop 9-12 Advisory Committee to provide resources for Advisors Provide professional development in Advisory Curriculum Develop and implement Advisory Plan Provide staff advisors with support in Advisory activities (SEL, POG) Seek stakeholder feedback (staff). 	<ul style="list-style-type: none"> Students meet daily and participate in monthly Advisory activities to develop their SEL skills and work towards the POG skills to feel connected to the school community

		<p>and their Advisory teacher</p> <ol style="list-style-type: none"> 2. Directly teach and provide opportunities for the development and practice of SEL skills and Portrait of a Graduate skills 3. Celebrate differences and embrace inclusive practices in a safe place 4. Create a common shared experience for all students and staff with opportunities for ongoing input 5. Develop compassionate citizens who can effectively communicate their needs, ideas, and hopes and who feel an increased sense of belonging and purpose in the school community 	students)	
1.B. Tiered systems for tracking, responding, and communicating student behaviors	Administrators Counselors Teachers	Establish consistent and differentiated responses to student behavior that will promote student accountability and growth with the opportunity to restore a sense of community	<ol style="list-style-type: none"> 1. Review and revise Code of Character, Conduct and Support <ol style="list-style-type: none"> a. Review and adjust tiered behavioral expectations that are paired with tiered consequences and interventions (Discipline Matrix) 1. Review and revise Code of Character, Conduct and Support 2. Review and adjust tiered behavioral expectations that are paired with tiered consequences and interventions (Discipline Matrix) 	<ul style="list-style-type: none"> • See a downward trend of behavior in violation of our school handbook • Work with DEI coordinator as a restorative practice to any bias-based infractions

			<ol style="list-style-type: none"> 3. Finalize procedures for responding to student behaviors using restorative practices 4. Develop consistent digital behavioral tracking system for student behavior by level 5. Provide bullying, civil rights, and Title IX complaint staff training and student/parent education 	
1.C. Equity Action Planning	Director of D, E, I Administrators	Incorporate culturally responsive practices throughout the school day to support the inclusiveness of the school community.	<ol style="list-style-type: none"> 1. Review recommendations of Equity Audit 2. Determine communication regarding Equity Planning with stakeholders and develop a HS Equity Plan 3. Participate in professional development about inclusive practices 4. Leverage Advisory to build awareness of differences among students 5. Explore common practices (discipline, attendance, etc.) to ensure equitable experiences for students. 	<ul style="list-style-type: none"> • Consolidate data to examine common practices and identify trends of experiences based on student identity • Developed repertoire of culturally responsive and inclusive practices with modeled behavior from staff and students • Reduce incidents of behavior that violates diversity, equity, and inclusion

Strategic Objective #2: 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.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2022-23)
2.A. Guaranteed and viable curriculum and high-quality materials	Administrators Curriculum Leaders Teachers	All students have access to a high-quality, research-based social studies curriculum	<ol style="list-style-type: none"> 1. Implement 9-12 social studies materials <ol style="list-style-type: none"> a. Provide teachers with professional development and support 2. Review 9-12 mathematics materials 3. Continue 9-12 course partner UbD writing 	<ul style="list-style-type: none"> • Year 2 of a 3 year plan. All classes are working on stage one of a Guaranteed and Viable curriculum for all of the units of study. • Model Unit • In the 2024 /2025 program of studies these units will be linked to the courses.

2.B. PreK-12 Literacy Review	Director of ELA Literacy Curriculum Leaders Administrators Teachers	Develop a multi-year PK-12 District Literacy Plan	<ol style="list-style-type: none"> 1. Establish a PreK-12 Literacy Leadership Team 2. Contract with Hill for Literacy (literacy consultant) to conduct PreK-12 ELA needs assessment - fall 2022 3. Develop a multi-year PreK-12 literacy plan 	<ul style="list-style-type: none"> • Literacy Needs Review Findings Report • Multi-year PreK-12 District Literacy Plan and actionable next steps
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Strategic Objective #3: 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.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2022-23)
3.A. Develop universally designed systems (MTSS/UDL)	All Staff	Common understanding of UDL & MTSS <ol style="list-style-type: none"> 1. Strengthen tier 1 approach for all students 	<ol style="list-style-type: none"> 1. Participate in ongoing MTSS/UDL administrator trainings 2. Provide MTSS/UDL staff training to develop common understanding of the MTSS framework 3. Identify support systems within each tier (with a focus on tier 1 in year 1) 	<ul style="list-style-type: none"> • High-quality materials and pedagogy • IST regular meetings to identify and assess student needs • Ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. • Not just tiered interventions, but how all the systems in a school or district fit together to ensure a high quality education for all students. • Inclusive and equitable resources
3.B. Tiered system for screening, monitoring, and communicating academic needs and progress	Directors of Curriculum All Staff		<ol style="list-style-type: none"> 1. Revise and implement consistent 9-12 screening tools and schedule by level 2. Identify school-based data analysis teams to review student performance data (i.e. AP Scores, SAT / ACT Scores, course partner common assessments, MCAS) 3. Review and establish data analysis protocols 4. Share individual student assessment progress with parent/guardians <ol style="list-style-type: none"> a. Family Engagement 	<ul style="list-style-type: none"> • District Assessment Calendar • Data Analysis Protocol • Identify student need for Tier II support • Deepen understanding of using data to plan and communicate goals with students and families <ul style="list-style-type: none"> ○ Increased student ownership of learning ○ Alignment in student and teacher instructional goals

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| | | | 5. Establish goals with individual students
a. Collaborative student/teacher goal setting | |
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Strategic Objective #4: 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.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2022-23)
4.A. Strengthen Community Partnerships	All Staff	Provide ample communication opportunities among members of the Franklin community	<ol style="list-style-type: none"> 1. Increase opportunities to partner with families (Curriculum Night, Conferences, Family Science Night, Panther Pride Night) 2. Newsletter sent every 2 weeks 	<ul style="list-style-type: none"> • Increased level of family engagement and involvement in the school community