



FRANKLIN PUBLIC SCHOOLS



2023-24 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 (2023-24)
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"> Continue to analyze and implement Panorama tools and additional screening tools to monitor student-well being Refine our system to track data (including attendance, behavior, academic grades) Participate in level and school-based coaching on Panorama 	<ul style="list-style-type: none"> Implement tiered strategies from Panorama Playbook Students will participate in screening tools (Panorama, MetroWest Health Survey, SBIRT, Signs of Suicide, school-based student check-in system) Incorporate SEL data into team-based conversations to identify interventions needed for students
	Administrators Counselors Teachers	Refine middle-level Advisory Program	<ol style="list-style-type: none"> Continue to improve Advisory program Provide Advisory Curriculum professional development Seek stakeholder feedback (staff/students) Collect quarterly data on participation 	<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 Provide opportunities for students to develop meaningful connections and build relationships with a small group of peers and their Advisory teacher

				<ul style="list-style-type: none"> Create a common shared experience for all students and staff with opportunities for ongoing input
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"> Review and revise Code of Character, Conduct and Support Review and adjust tiered behavioral expectations that are paired with tiered consequences and interventions (Discipline Matrix) Continue to develop procedures for responding to student behaviors using restorative practices and progressive discipline Provide bullying, civil rights, and Title IX complaint staff training and student/parent education Provide staff with classroom management and engagement PD Include extracurricular advisors and coaches (and Athletic Director) in the response to student behavior. 	<ul style="list-style-type: none"> Using Panorama Data see a downward trend of behavior in violation of our school handbook Specify tiered consequence in FHS Handbook Working with DEI Coordinator (and Athletic Director if applicable) continue to refine and develop Restorative practices <ul style="list-style-type: none"> Biased Based Behavior Chemical Health Violations

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 (2023-24)
2.A. Develop and refine guaranteed and viable curriculum and high-quality instructional materials	Administrators Curriculum Leaders Teachers	All students have access to a high-quality, research-based curriculum	<ol style="list-style-type: none"> Inventory the progress of each department in creating the unit plans. Create a repository and review unit plans for each department and provide feedback.. Utilize department time to provide teachers with dedicated time to finalize units of study 	<ul style="list-style-type: none"> Develop cadence for curriculum collection, review and provide feedback Year 3 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 The 2025 /2026 Program of Studies will include these units of study.
2.B. Implement PK-12 Literacy Action Plan				

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 (2023-24)
3.A. Develop staff capacity to implement universally designed practices	All Staff	Develop a common understanding of Universal Design for Learning (UDL)	<ol style="list-style-type: none">1. Participate in ongoing UDL administrator trainings2. Model UDL practices in meetings3. Provide UDL staff training4. Integrate teachers' engagement strategies in collaborative learning groups & peer modeling throughout meetings.5. Provide regular feedback on UDL strategies through regular classroom visits, common planning time, sharing effective practices	<ul style="list-style-type: none">• Teachers effectively implementing student engagement strategies• Reflection of various data points regarding student engagement (assessments, student surveys, and feedback)• Universal understanding of student engagement• Universally designed agendas• High-quality materials and pedagogy
3.B. Continue phased implementation of tiered systems for screening, supporting, monitoring, and communicating academic needs and progress	Directors of Curriculum All Staff	Identify & implement data analysis processes	<ol style="list-style-type: none">1. Increase administrator knowledge & use of Panorama2. Identify school-based data analysis systems to review student performance data (i.e. AP Scores, SAT / ACT Scores, course partner common assessments, MCAS, term grades)3. Review and establish data analysis protocols4. Train IST teams in Panorama5. Utilize Panorama platform in ISTs	<ul style="list-style-type: none">• Identify student need for Tier II support• Data Analysis Protocol• Use data to inform course decisions

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 (2023-24)
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)	<ul style="list-style-type: none">• Increased level of family engagement and involvement in the school community• Survey families to gain feedback on

			<ol style="list-style-type: none"> 2. Newsletter sent every 2 weeks 3. Offer PCC during mornings and evenings to provide families with increased opportunities to attend 	community partnerships.
4.B. Strengthen community partnerships through various school-based teams and initiatives	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 2. Continue to develop strong PCC and School Council relation 	

Strategic Objective #5: Affirm Diversity, Equity, and Inclusion for All Students

To foster an inclusive learning environment where diversity is valued and all students feel a sense of belonging.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	
5.A. Continue level-based support for equity and belonging for students and staff.	All Staff	Through the framework of universally designed learning, we will incorporate equitable and inclusive practices for all.	<ol style="list-style-type: none"> 1. Develop resources and practices (curriculum, disciplinary practices, family communication) that will celebrate differences and embrace inclusivity 2. Implement practices for planning and instruction that remove barriers and engage all students 	<ul style="list-style-type: none"> • Students have a sense of belonging and safety in school. • Increased staff capacity to foster an inclusive learning environment.