

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject: MS SIP

Date: October 11, 2022

Dept: SC

Reason: Required Vote

Enclosure: yes

Recommendation:

FPS Middle School Improvement Plans

I recommend approval of the Middle School Improvement Plans 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 MIDDLE SCHOOL IMPROVEMENT PLAN

ANNIE SULLIVAN MIDDLE SCHOOL, HORACE MANN MIDDLE SCHOOL, REMINGTON MIDDLE SCHOOL



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

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 Leadership Teams	Create a system to screen and monitor student progress regarding Social Emotional Competencies	1. Explore and analyze Panorama tools 2. Establish a system to track data (including attendance, behavior, academic grades) 3. Participate in professional development and training on Panorama 4. Implement student screening through Panorama	<ul style="list-style-type: none"> Develop a team to track and monitor SEL competencies of students Students will participate in screening tools (Panorama, MetroWest Health Survey, SBIRT, Signs of Suicide) Incorporate SEL data into team-based conversations to identify interventions needed for students
	Administrators Counselors Teachers	Develop an Advisory Program that will: Provide opportunities for students to develop meaningful connections and build relationships with a small group of peers and their Advisory teacher. Directly teach and provide opportunities for the development and practice of SEL skills and Portrait of a Graduate skills	1. Establish Advisory program 2. Develop 6-8 Advisory Committee to provide resources for Advisors 3. Provide professional development in the Second Step Curriculum 4. Develop and implement Advisory Plan 5. Provide staff advisors with support in Advisory activities (SEL, POG) 6. Seek stakeholder feedback (staff. students)	<ul style="list-style-type: none"> Students will participate in daily Advisory activities to develop their SEL skills and work towards the POG skills Students will feel connected to the school community Advisory Planning Document with a scope/sequence for each gradelevel, to calibrate advisory lessons across the middle level.

		<p>Celebrate differences and embrace inclusive practices in a safe place</p> <p>Create a common shared experience for all students and staff with opportunities for ongoing input</p> <p>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</p>		
1.B. Tiered systems for tracking, responding, and communicating student behaviors	Administrators	Implement the tiered system of behavioral support	<ol style="list-style-type: none"> Review and continue to revise Code of Character, Conduct and Support to focus on consistent preventative and restorative practices. <ol style="list-style-type: none"> Establish tiered behavioral expectations that are paired with tiered consequences and interventions Continue to refine procedures for responding and investigating Track students' behavior using Panorama Provide bullying, civil rights, and Title IX education to staff and education to students/parents/guardians 	<ul style="list-style-type: none"> Track behavior trends using Panorama to support high expectations for all students Develop discipline matrix to include in 2023-2024 handbook and implement across schools to ensure a consistent respond to student behaviors Revised bullying, civil rights and Title IX curriculum in MS Health classes and Advisory (Second Step).
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"> Review recommendations of Equity Audit Determine communication regarding Equity Planning with stakeholders and develop a MS Equity Plan Participate in professional development about inclusive practices Leverage Advisory to build awareness of differences among students 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 Develop repertoire of culturally responsive and inclusive practices with modeled behavior from staff and students Reduce incidents of behavior that violates diversity, equity, and inclusion Establish a vision and goals for the Resource Group for a common MS experience

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 Science curriculum (OpenSciEd) All grade 8 students participate in Civics project Create and establish the role of Middle School Curriculum Leaders (ELA/SS and STEM) Explore current instruction of Digital Learning Standards across the middle level and increase the opportunities to embed DL standards into all classrooms	1. Implement 6-8 Science curriculum (OpenSciEd) a. Provide teachers with professional development and support b. Provide teachers with time to prepare materials and set up units appropriately 2. Review and revise Civics project goals with clear guidelines, timelines, and expectations for consistency across the district 3. Reflect on the expectations of the role and successes throughout the year 4. Provide professional development time for current practices to be shared and examined for a common experience	<ul style="list-style-type: none">• All Science teachers implement two units of the OpenSciEd curriculum and reflect upon the successes/areas for growth• All 8th grade students will create and complete a Civics project meeting the expectations developed within the department• Create expectations and clear guidelines for the new role of Curriculum Leaders outlining work with teachers and administration• Shared vision for a common experience in the Computer class at the middle level• Increased direct instruction of Digital Learning standards
2.B. PreK-12 Literacy Review	Director of ELA Literacy Curriculum Specialists Administrators Teachers	Develop a multi-year PK-12 District Literacy Plan	1. Participate in PreK-12 Literacy Leadership Team 2. Participate in PreK-12 ELA needs assessment with Hill for Literacy 3. Support the development and implementation of 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
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 <ul style="list-style-type: none">- Strengthen tier 1 approach for all students	<ol style="list-style-type: none">1. Participate in ongoing MTSS/UDL administrator trainings2. Provide MTSS/UDL staff training to develop common understanding of the MTSS framework3. Identify support systems within each tier (with a focus on tier 1 in year 1)4. Build the skill set of teachers through regular feedback from classroom visits, sharing effective practices of UDL, etc.5. Ensuring systems within the school are aligned to tiered interventions.	<ul style="list-style-type: none">• Establish screeners to identify and assess student needs• Professional Development sessions• Audit of tiered supports available in each building• Establish MTSS team in each building and define roles and expectations• Institute and examine data-driven decision making process, including data collection protocols, progress monitoring, and evidence based supports and strategies• Teachers trial and reflect on Universal Design for Learning in their instruction• Inclusive and equitable resources available for teachers
3.B. Tiered system for screening, monitoring, and communicating academic needs and progress	Directors of Curriculum All Staff	Use objective assessment data to monitor student progress and support growth in identified areas	<ol style="list-style-type: none">1. Implement consistent PreK-8 screening tools and schedule by level2. Review and establish data analysis protocols3. Share individual student assessment progress with academic and MTSS data teams for intervention planning	<ul style="list-style-type: none">• District assessment calendar• Develop assessment system to identify clear goals and priorities and track students' strengths, needs, and progress• Optimize data-driven decision making, progress monitoring, student goal setting, and evidence-based supports and strategies
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	<ul style="list-style-type: none">• Increased level of family engagement and involvement in the school community
4.B. Student-Led Conferences	All Staff	Create a structure for Student-Led Conference implementation at the middle level	<ol style="list-style-type: none">1. Engage with staff around professional development to learn of best practices for Student-Led Conferences2. Support data and evidence collection throughout the school year	<ul style="list-style-type: none">• All middle school students will participate in and lead student-led conferences during the Spring conference dates.