

Oak Street Elementary School SCHOOL IMPROVEMENT PLAN 2019-2020

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; provide 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; and 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.			
<i>The Franklin Public Schools organizes its improvement efforts around four strategic objectives as noted below. All objectives are approached through a culturally proficient lens. In order to do this, FPS will continue to develop capacity in inclusive, culturally responsive practices across all district schools by engaging in professional development; by developing a district definition, vision, and expectations about cultural proficiency; and by examining policies, practices, curriculum, instruction, and communication with a culturally proficient lens.</i>			
STRATEGIC OBJECTIVES			
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, while promoting the well-being of staff, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.	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 develop an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.	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.	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 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"> Continue to provide professional development around effective SEL strategies and Tier 1 and Tier 2 interventions <ul style="list-style-type: none"> Fold SEL committee into the Instructional Leadership Team and provide more opportunities for staff to share their practices and lead learning opportunities with their colleagues through monthly faculty meeting Integrate SEL practices into academics through grade-level common planning. Connect Oak Street ACORNS Core Values to the CASEL 5 Core Competencies <ul style="list-style-type: none"> Use All School Meetings and Grade-level morning meeting time with students to define tangible ways for students to demonstrate the competencies daily Refine response to improve attendance REACH - learn from current research about practices in the field that support student social-emotional growth in the 5 core competencies <ul style="list-style-type: none"> Biweekly team meetings centered around a shared text Sharing problem of practice Use Peer Observations across classrooms focus on specific practices 	<ul style="list-style-type: none"> Strengthen instruction in all subject areas through the continued use of the workshop model and development of rigorous, integrated standards-based units <ul style="list-style-type: none"> Backward plan lessons with a clear vision of outcomes for students to demonstrate mastery Communicate high expectations for all by providing multiple access points to grade-level content based on the needs of students Examine current units of study to identify areas to expand choice and promote personalized learning based on student interest and strength Implement the new homework guidelines so that our practices are aligned with current research and other Franklin elementary schools, and monitor the implementation in our school Support standards-aligned practices in all subject areas <ul style="list-style-type: none"> Use CPT with grade levels and coaching to unpack standards and develop student conceptual 	<ul style="list-style-type: none"> Focus on using formative and interim data and a system to track student progress towards mastery Continue to support teachers through Oak Street's Instructional Support Team (IST). <ul style="list-style-type: none"> Revisit professional development opportunities designed to strengthen educators' understanding of tiered supports. Clearly communicate outcomes and expectations to staff Include a screening process for new students Strengthen and develop effective co-teaching partnerships with special education and general education staff <ul style="list-style-type: none"> Analyze current co-teaching models to identify best practices Engage in problem of practice in co-teaching to identify support from peers. Beginning with the special education and differentiated student support 	<ul style="list-style-type: none"> Continue to define and disseminate information on social-emotional learning for stakeholders in order to develop a shared understanding of what students are working on at school Review the use of School Council in an effort to identify current needs and future initiatives and priorities. Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. <ul style="list-style-type: none"> Engage PCC formally and informally with families to listen to their hopes for the school Collaborate with the PCC to identify areas of need in the school that can be used in fundraising efforts Work with the PCC to encourage more parents to attend meetings and have their ideas and concerns be shared. Report progress on the School Improvement Plan to the community via school committee meetings

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<ul style="list-style-type: none">Continue to implement strategies which provide staff with opportunities to focus on their well-being and self-care	<ul style="list-style-type: none">understanding in math in order to build student number sense<ul style="list-style-type: none">Implement coaching cycles that provide teachers with rotating support in areas aligned with their professional practice goals or school priorities		
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