

**G.M. PARMENTER 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			
<i>Social-Emotional Well-being of Students and Staff:</i> <i>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.</i>	<i>Engaging and Rigorous Curriculum:</i> <i>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.</i>	<i>High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner:</i> <i>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.</i>	<i>Effective Two-Way Communication to Support Student Learning:</i> <i>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.</i>
STRATEGIC INITIATIVES			
<ul style="list-style-type: none"> Develop a cohesive system to identify and support students with social-emotional needs <ul style="list-style-type: none"> Pilot (Year 2) Devereux Student Strengths Assessment (DESSA) to accurately assess students' social-emotional competencies Develop a tiered system of supports for students with social-emotional needs following specific practices & protocols developed through the school's Student Support and Safety Team (SSST) Continue to provide professional development around effective Tier 1 and Tier 2 SEL strategies and interventions 	<ul style="list-style-type: none"> Strengthen literacy instruction through the continued development of rigorous, integrated standards-based units Integrate digital literacy and STEAM (Science, Technology, Engineering, Art, and Math) standards into the curriculum <ul style="list-style-type: none"> Develop Makerspace as a means to incorporate design thinking and technology skills throughout K-5 Implement recommendations from district Homework Committee 	<ul style="list-style-type: none"> Review current special education practices and develop appropriate school structures and practices to meet the needs of students on IEPs <ul style="list-style-type: none"> Strengthen and develop effective co-teaching partnerships with special education and general education staff Strategically develop special educators' schedules in order to effectively meet the needs of individual students Continue to develop and implement inclusive, culturally-responsive practices <ul style="list-style-type: none"> Partner with the NECC program to provide quality education in an inclusive setting for students with autism 	<ul style="list-style-type: none"> Expand communication channels to enhance engagement with the community <ul style="list-style-type: none"> Develop new school website to effectively communicate essential information to all families Increase engagement through social media Ensure all staff use effective and continuous forms of communication with families Create clear areas of focus for School Council directly related to school and district plans and initiatives

<ul style="list-style-type: none"> ○ Develop practices that integrate social-emotional learning skills/concepts with the general curriculum ○ Implement a monthly focus on the five CASEL SEL competencies in alignment with our school's core values and district's vision ● Continue the implementation of the weekend backpack food program ● Develop a system-wide response to improve attendance <ul style="list-style-type: none"> ○ Develop a consistent communication plan with all families about the importance of attendance and provide intervention strategies with individual families ○ Analyze attendance data and determine plan to decrease chronic absenteeism ○ Hold regular (per trimester) diversion meetings with families and state and local agencies to provide families with support and resources, as needed ● Partner with YOU Inc. to provide family resources and counseling within the school setting ● Continue to develop a school culture that emphasizes the balance between psychological safety and accountability <ul style="list-style-type: none"> ○ Provide staff with opportunities to embrace their personal and professional passions ○ Provide staff with opportunities to focus on their overall well-being and self-care ○ Provide staff with clear expectations and support around curriculum development and instruction ● Develop school-based clubs (Passion Projects) that connect individual learning experiences with the school, local, or global community 	<ul style="list-style-type: none"> ● Continue to develop rigorous standards-based units following the UbD approach <ul style="list-style-type: none"> ○ Emphasis on increased rigor and personalized learning ● Develop a PD structure that allows staff to strengthen their work with curriculum and instruction - with a clear focus on personalized learning 	<ul style="list-style-type: none"> ○ Integrate a variety of culturally-diverse materials into the curriculum ○ Continue to explore and provide professional development opportunities for staff to develop skills on fostering inclusive learning environments and developing culturally proficient practices ● Implement a continuum of services for enrichment and interventions <ul style="list-style-type: none"> ○ Provide specific and targeted instruction to meet the needs and strengths of all K-5 students in literacy and math through a revised approach to Targeted Instruction ○ Develop a tiered system of supports for students with social-emotional needs ● Explore and strengthen personalized learning opportunities <ul style="list-style-type: none"> ○ Develop schoolwide Passion Projects initiative in which staff, students, and parents/guardians engage in student-led, interest-based learning opportunities with a community outreach outcome ○ Partner with the Massachusetts Personalized Learning Network (MAPLE) ○ Provide professional development opportunities for staff to research and implement personalized learning experiences as part of rigorous standards-based units through the PD Your Way approach ● Review and refine processes for identifying, tracking, and providing appropriate interventions for at-risk students through the Instructional Support Team (IST) and Student Support and Safety Team (SSST) 	<ul style="list-style-type: none"> ● Provide opportunities for community outreach (school, local, or global level) as part of our Passion Project learning initiative ● Expand parent education opportunities <ul style="list-style-type: none"> ○ Invite families to actively participate in the newly developed Passion Projects initiative ○ Curriculum Night format to include educational workshops for families ● Continue to utilize standing committees as a means of fostering two-way communication and engaging stakeholders: <ul style="list-style-type: none"> ○ Parmenter Community Building/Design Thinking Team ○ Character Education Committee (with community outreach opportunities) ○ School Council ○ Parent Communication Council (PCC) ○ District DCF Roundtable ○ Business & Community Partnerships ○ District Curriculum Committees
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