

- **FHS Student Representatives** - Alexander Chitarra, Student Government President (not present)

Nicolas Gnaman, Class President - Nick advised the Committee that FHS is the busiest after winter break due to the ending of the second semester. He noted that athletics were doing well. On Sunday Nick commented that there was a Freshman Sophomore meet and he was blown away with our Franklin athletes and how many made it to the podium. Nick also advised that the Academic Math Team won last Friday, that the Mock Trial team won both scrimmages. Nick advised that OSKEY planning has begun. OSKEY is a senior run performance. There will be several students attending Central District festival and advised that he will be attending with his Cello Miranda.

Dr. O'Malley asked when OSKEY is?

Mr. Light advised that it is near the end of May.

- **Correspondence:** Budget to Actual. Miriam advised that she is happy to answer any questions the Committee might have, that transfers will be coming next meeting as well as reclassification of expenses.

2. Guests/Presentations:

- a. **Representative Jeff Roy** - Mr. Roy thanked the Committee for the opportunity to be here. He advised that he has been sworn in for 3rd term, it's been 6 years since he has sat on the School Committee. Mr. Roy extended his congratulations to Maureen on her retirement. Mr. Roy advised of the Bills and priorities that he is working on in the next session. The Bill filing deadline is January 20th.

Mr. Roy advised that the Teen Sexting bill he worked on last term was stalled in the Ways and Means Committee, he is refiling the Teen Sexting bill and the way the bill is tailored is to provide an educational opportunity for the students who get involved in this activity. Currently under Massachusetts Law, students can only be charged with a felony, possession of child pornography or nothing. The police approached Mr. Roy to ask if he could come up with a solution/tool that will help them without giving a lifetime record to these children. Mr. Roy explained the process whereby a child before they are charged with any crime, can be put into a diversion program that will be developed by the Attorney

General and the District Attorney's Office so they can be channelled away from the behavior without getting a record.

Mr. Roy advised of another bill he is filing again which is the Student Data Privacy bill which met some resistance in the industry. It was voted favorably in the Education Committee but was stalled in the process because of some fierce resistance. This Bill will meet the needs of parents and school districts and the industry, we do not want to stand in the way of progress with student data but we do not want to turn our schools into marketplaces.

Mr. Roy advised of an Annual physicals bill for students who need a physical to attend school, which would include evidence of expert screening by personal physicians.

Mr. Roy is filing a bill to look for a Driving Course for young drivers instead of just classroom and driving with a driver. This bill would have the students go to a facility where they would be confronted with an actual emergency. This would be a Driving Course that would expose students to the dangers of driving without getting hurt.

Mr. Roy also will be filing a bill for Curriculum where the Secretary of Education is invited to develop curriculum frameworks for civics in schools, genocide education and coding.

Mr. Roy also will be filing a Student loan repayment bill that addresses folks who are in the human services industry. Typically these folks are low paid, low wage earners and we require them to have advance degrees in order to do this work, so this bill will provide some help in the form of \$150 a month loan repayment assistance to encourage people to stay in this profession and help agencies to retain and attract people to these professions.

Mr. Roy advised that he attended a conference in December through Jeb Bush's foundation and he was glad he went as he felt it was a good program. He came out of the conference with the understanding about IEP's which we do in Franklin, but wouldn't it be great if we could do Individualized Learning Program (ILP) for every student? This was a take

away from the program he attended in December. There are some districts across the Commonwealth that are doing this, it is voluntary.

Mr. Roy advised the Committee he will be taking on another role this year which will be working with the Manufacturing Caucus. The renaissance of manufacturing is alive and well in Massachusetts. A Lot of manufacturers are coming back to Massachusetts where they want to be close to the Universities where the innovators are. There are a lot of opportunities out there but we do not have a skilled workforce. Over the next 10 years we expect to have over 100,000 highly skilled jobs available but do not have the workforce available to step into the jobs. Tegra Medical is a local Franklin manufacturer that is looking for highly skilled folks but there are not enough people ready and qualified for these positions. There will be an announcement on February 14th that the Macwic curriculum will be provided free of charge to anyone who wants to get into this area. There are two levels of certification for this curriculum. It will be online and free of charge.

Mr. Roy thanked the School system and the School Committee for being involved in the S.A.F.E. Coalition addressing the opioid crisis which is not unique to Franklin, not unique to Massachusetts. It is a country wide event.

Mr. Roy advised the Committee that the Foundation Budget requires money, money is in short supply, however, conversations are happening, the report is out, it is a new session, folks want to do something about, how do we fully fund an adequate education for every child in this Commonwealth.

Mr. Roy advised that on May 7th, 2017 at 2:00 p.m. the Horace Mann statue will be dedicated to the community.

Ms. Bilello thanked Mr. Roy for all he does for Franklin and Medway in the State House. Good to hear the focus on the budget is going forward. The disparity between districts that we wrestle with ongoing and looking at our funding compared to other districts in the State, it's a challenge to sit here as a School Committee member to hear about the things that have been lost in Franklin over the years. Are there ways that the State House

is grappling with the science and technology and its costs to keep it updated?

Mr. Roy advised that as part of the student data privacy bill, it did contain language to hire a student data privacy person, however, it was removed as it is not the best way to spend the local district money. Mr. Roy advised that when asked what their priorities are, out of 160 members, local aid is the top priority.

Dr. Bergen thanked Mr. Roy for the emphasis on civics and genocide in the curriculum. There are bigger mental health issues, counselors and town wide services, do you see that this as an issue of our time?

Mr. Roy commented that yes this is on everyone's radar screen. Mr. Roy goes back to the student loan repayment bill and it will offer some help for the human services profession, it is a small way to help. Mr. Roy commented that he is so interested in the topic of civics that he learned that Richard Dreyfuss was doing a play in Connecticut and he had a friend that was the director of the play. He knows that Richard is interested in civics and education, he has a foundation, he could be helpful to our efforts to advance this in Massachusetts, can you arrange a meeting for me. Mr. Roy noted that he did meet with Richard Dreyfuss and Mr. Dreyfuss said let me know when you need me to come to Massachusetts to promote that type of legislation and I'll be there.

Ms. Schultz inquired as to what can we do with regard to the Foundation Budget as a school committee to help?

Mr. Roy advised to keep an open mind. There was a discussion on the individualized learning plans, if you had more individualized learning, how important is class size, could we convince folks that larger class sizes is a way to save money? A discussion needs to take place, consider that.

Dr. O'Malley commented that he started in '93 when the Foundation Budget was started and the Foundation Budget was going to be fixed in '94, however, we are considerably down the road and it hasn't been done. Why hasn't it happened? How can this school committee get the urgency of our voice to the State House about fair and equitable funding, some Towns are at \$26,000 per pupil and we are at a very different place, with

kids that are just as important as any other kid. The urgency doesn't hit home.

Mr. Roy assures you that the urgency is there and your voices are heard. He advised that at the same time this budget was introduced there were a series of tax cuts to remove \$3B in tax revenue. There is not any appetite for increasing taxes. Some folks have a glamorous view of what we are getting, any time a letter that I send out from the State House, it is a stamp I am paying for, when we give citations to folks, it is being paid out of our own pockets, it is a frugal operation. Mr. Roy shared his view on what was done with the gas tax. I worked on the road bill, it went to the Voters and it was rejected, we lost \$10 billion dollars. If we didn't need to spend \$10 Billion Dollars on the roads and bridges out of one fund because we had that tax available to us, we could have been putting those resources to use other ways. As a School Committee I would ask that you support efforts to retain some of these things that we do. If you are not prepared to pay for these things, you can't look at your Legislature and say what are you doing. We are trying.

Dr. O'Malley commented that the victims of all of this is our children.

- b. Foreign Language Overview - Laura Evans, Director of World Language, Jennifer Dohm, High School Latin Teacher, Stephanie Ahearn, Spanish Teacher at Annie Sullivan Middle School, Emily Day, Middle School Teacher at Annie Sullivan Middle School and Shannon Martin, High School French Teacher (see powerpoint)**

Ms. Evans advised that their goal tonight is to share with the Committee the structure of the World Language program and the focus and goals of our program as they relate to curricula instruction and assessment and to celebrate some things that are going on in the Department.

At the High School the program is a Multi Language model where we offer French, Latin and Spanish, levels 1 to advanced placement. At the Middle School, Spanish is offered in grades 6-8, it is part of the Unified Arts program.

Ms. Evans advised that in addition to the curriculum, the Department offers many extension programs, i.e. National Honor Societies for each language, clubs which provide enrichment around language and culture.

Ms. Evans advised that the curricula instruction and assessment goals are focused on the State and National Curriculum frameworks and in the modern language their goal is to stay 90% in the target language in the classroom. In the lower levels, the target language is supplemented more with English. In the classical languages, the focus is a lot on reading but expose students to authentic Latin. Our work is focused a lot around the World Readiness Standards, they focus on Literacy, Real-World Application and 21st Century Skills.

Ms. Evans showed a short video to explain the World Readiness Application Overview. Ms. Evans explained the ‘Can Do’ statements.

Ms. Martin explained the French National Honor Society students’ video. It is a video where the students shows different ‘Can Do’ statements at the 5 levels, it is a time lapse video showing the proficiency of the language of the 5 levels.

Ms. Evans advised that the program is focused on proficiency, communicating and using vocabulary and grammar as tools to communicate with other people.

Ms. Evans shared with the Committee some of the resources that are used across the department. The Department uses lots of different technology devices, i.e. record voices, can review and playback to practice. The High School has a language lab that has interactive capabilities. Interactive games online as well as enrichment through social media is used to continue learning outside the classroom. Ms. Evans also added that they try to use authentic materials rather than the textbook to engage students in real life application of languages. (See powerpoint)

Ms. Evans highlighted a positive trend that more and more students are electing to continue with their language study after completing the college requirement. Another positive trend Ms. Evans highlighted is the growing participation in the Advanced Placement programs along with achievement of student results. Their scores validate their hard work and the work on the Department.

Ms. Stephanie Ahearn and Ms. Emily Day advised the Committee about the Spanish Club held at Annie Sullivan Middle School for all students in

Grades 6-8 where they learn about Spanish culture, traditions, music, holidays, food, dance, interacting with people from different Spanish speaking countries, etc.

Ms. Day explained that the Pulsera Project is an organization that employs nearly 200 artists in Nicaragua and Guatemala. They presented this organization to the students and they were encouraged by the videos they watched and the information from the organization. It was started by American college students who traveled to these countries and encountered these artisans who did not have means to sell their beautiful bracelets that they were making, the Pulsera Project was born out of that. The Annie Sullivan Spanish Club held the Pulsera Project sale in November. The students sold over 470 bracelets and raised over \$2,400.00 for artists in Nicaragua. The students noticed the artist's name was on the bracelet and they were able to connect with them through Facebook or Twitter handles.

Ms. Ahearn also advised that the Spanish Club is hoping to set up e-pals where the students can communicate with other students from Spanish speaking countries, hoping to Skype with other Spanish families and hope to host another Pulsera Project in the Spring and will be celebrating National Foreign Language week in March and also hope to bring Spanish to the Elementary students by reading stories, etc.

Ms. Evans introduced Lauren and Brianna, students representing the Spanish National Honor Society called Horizontes at the High School. The girls explained what the Spanish National Honor Society is and explained that the Society collected bottles and cans the money was sent to Columbia, over \$1,000 was raised. The Society is planning a Fiesta Friday in March for the whole school to attend which has Spanish foods and events.

Ms. Evans introduced Jen Dohm, Latin Teacher (HS). Ms. Dohm introduced Ali Mahoney who is a Senior in AP Latin and Griffin Fenton who is a Junior in Latin 3 Honors.

Aly and Griffin are members of the Latin Honor Society. They explained what they did in the society. Aly is the President of the National Honor Society. They do not speak a lot of Latin at the meetings. They do have discussions at the beginning of the meetings about the Roman culture, what they wear, their military, etc. It is a new club from last year. They

attended the International Clubs Culture Fair where we provided Roman theme snacks which was cheese and crackers, grapes and olives. They held a Saturnalia after school party. The Society has a tutoring project where students in the Latin National Honor Society stay after school to help other students in the lower level Latin classes. In the future they have a lot of things they are hoping to plan. They are working on a Heifer Project which is a project where they get farm animals for people who cannot afford them and need to be self sufficient. They are working on their t-shirt design. They are also looking to take a field trip over a weekend to go to the Museum of Fine Arts.

Ms. Evans advised that as a Department, they value staying current in their professional practice both individually and as a Department and they were fortunate to all attend a convention in Boston. They also stay current via social media.

Ms. Bilello noted that she is not familiar, however, now having a child in the program, I'm wondering since you are so active in the community and other districts and collaborating and there are other districts who have the opportunity to start languages earlier, how does that impact proficiency levels?

Ms. Evans advised that she feels it depends on the student. Studies shows that it strengthens literacy in their first language.

Ms. Edwards advised that it might depend on the language, i.e. in the case of Mandarin, which is a difficult language to learn, if students do not start before High School that they will not get to the 5's on the AP exams.

Ms. Schultz is it likely that because we have Spanish offered at the Middle level, and that there are more Spanish taking students, is that where we see a better performance on the AP exams?

Ms. Evans advises that there are students that come into the school that have had French, really good French AP scores and they also study Latin at the Charter School. It is not just our students from the middle schools, it is from the students at the Charter Schools, not only Spanish. Spanish is not the only language that has great scores. Latin and French do as well.

Ms. Douglas commented that at one time there was Spanish in kindergarten.

Dr. Bergen commented that she started taking French in 3rd grade through High School and as a minor in college and she cannot say much. Dr. Bergen commented that there was exploratory language in 6th grade. It has been lost over the years. Thank you all. Dr. Bergen noted that we are unable to add more languages due to the budget.

Dr. Jewell inquires if there is any chance we have any programs where kids go overseas, go to a place where they are immersed in a language, chance to use the language. Do they work in a store maybe that they work in a store, perhaps, with someone who speaks a different language? Dr. Jewell appreciates the fact that students interact with each other, and is not downgrading what you are doing. He feels that the students learn by doing and he doesn't see our students doing that.

Ms. Evans commented that she loves when a student tells them that they work at Stop & Shop and the person they were working with only speaks Spanish and the student was able to talk to them. It doesn't happen all the time. There are programs out there where students can immerse themselves, usually during the summer.

Mr. Light explained other opportunities for world language. One of the opportunities is through Senior Project. Mr. Light also explained that there was a program called World Challenge at the High School which was a program that students were actually expected to self fund, not being parents. The students have to plan the entire trip, they go overseas for 4 weeks, there was one trip to Peru and one trip to Ecuador.

Discussion ensued.

Dr. O'Malley commented that School Committee is passionate about world language. It is impressive that we do not just teach in the classroom, we allow to expand their language in after school clubs, etc.

- c. **DIP/SIP Program Reports - Dr. Sabolinski, Mr. Light and Ms. Edwards (see powerpoint)**

Dr. Sabolinski advised the Committee they will be updating the District Improvement Plans and the School Improvement Plans. Back in August the DIP was presented which were the goals and objectives for this school year. The Principals presented their SIP and it was agreed that in January we would give a mid-year check in update and the Principals will be back at the end of the year.

Dr. Sabolinski advised the District is trying to live by this theory of action in all of their actions and activities. The DIP/SIP have been used to inform all the Principals and Teachers goals for the year.

Dr. Sabolinski advised that in December, the administrative team PK-12 met and began talking about how to share the information. Each group shared out at their level what progress they made, etc. and had an opportunity to discuss and share and exchange ideas. At the end of the meeting, each group reported out to the full group. We collected all notes and put it together in the document that it's the packet. Most comprehensive way to share the information in a clear transforming way.

These documents have been used to drive all the decisions as far as curriculum instruction, assessment, focus on student achievement and student outcomes. One of the goals was to push community engagement. ASMS has been amazing with all teachers using Twitter, they have been try to engage and communicate effectively with parents and all of stakeholders where we are going.

Mr. Light explained the 4 strategic objections.

Mr. Light updated the Committee on the Social Emotional Learning and what is happening consistently across levels.

Mr. Light advised that at the Elementary level, the focus was on the Zones of Regulation training. At this point, the staff has been trained. Teachers are implementing the lessons at the Elementary Level, the goal is to 3 times a month teaching Zones of Regulation to students. The new faculty has been trained in responsive classroom and implement it on daily basis. All Elementary schools have whole school meetings and they use the Responsive Classroom model to structure those meetings. All families are receiving updates on social emotional learning.

Mr. Light advised that at the Middle Level, all 6th grade responsive classroom training, at the Middle School targets the advisory period for the implementation of strategies. The plan is for next fall that the 7 and 8th grade teachers will be trained in Responsive Classroom. All counselors are working together to plan Mental Health Awareness week.

Mr. Light advised that at the High School level guidance seminars are taking place, there is a lot of college and career readiness. Freshman is about transition, 10th grade is about career exploration, 11 and 12 is about college search. The High School is expanding Mental Health Awareness week where they are planning a Parent outreach component to that. High School introduced an Advisory program this year.

Mr. Light advised that at the District Level we have been working with the counselors to develop consistent district wide definition of SEL. Mr. Light advised that Franklin is developing a model in Franklin where we have a Multi-Tier intervention system for Social Emotional Learning. An exciting opportunity is that Franklin is under a development of a partnership with William James College which is a Professional college of psychology. In conjunction with Teachers 21 and John D'Auria who will be developing a Certificate Program for Social and Emotional Learning and School Climate & Culture. We are in the process of selecting one of our elementary schools to be in their pilot program where there will be the Principal, a professional counselor and 2 classroom teachers who will become social emotional leaders and teaching social emotion learning and changing school culture in their schools.

Mr. Light advised that our Counselors trained the Solutions staff and YMCA.

Mr. Light advised that the District is working on a documentary type video on what Social Emotional Learning looks like PK through 12, hoping to roll it out on February 28th.

Ms. Bilello commented that the format for the DIP/SIP is very user friendly. It was easy to understand.

Dr. Sabolinski thanked Ms. Bilello for recognizing that the format was user friendly.

Ms. Edwards read the 2nd goal having to do with Curriculum. All of our schools have been working on the new Science curriculum, it has been in progress over the last couple of years. Ms. Edwards advised that we have been, on an ongoing basis, involved in math professional development, we have the content aligned to the new standards, now we are concentrating on the math practices at the elementary level to make sure that we are meeting the needs of all learners by providing multiple opportunities for students to express their mathematical thinking. All schools have been in an ongoing revision of the Instructional Support Teams (IST's) in order to identify and provide intervention to struggling learners. At the Middle Schools, teachers are continuing to collaborate with each other, they are working on aligning grading and planning assessment practices. Administrators in the Middle Schools have been leading conversations about homework practices and their policies and how they can support all students through homework. At the High School we are fast approaching our NEASC visit. The High School continues to revise their curriculum maps and plans, it is an ongoing process. There has been a lot of conversation at the High School about standards based education, Ms. Edwards has been working with an Instructional Support Team, also called an Instructional Summit Team where they are addressing things like grading practices and policies and the consistencies and inconsistencies of those across the school. The PCC has department heads come to the meetings to inform families about programmatic areas as well.

At the District level we continue to work on the implementation PK-12 on the science frameworks. Also, underway there is a K-12 curriculum review of the Physical Education and Health curriculum.

Ms. Edwards also noted that the School Committee will be working on the Homework policy.

Dr. Bergen commented that some of the community relations subcommittee concerns that were brought forward, it is great to see that all of these concerns are being addressed.

Ms. Schultz commented that this format has been helpful.

Ms. Edwards advised that the District is always willing to provide additional information on specific topics. It's ironic that a lot of things we have been working on over a period years are bubbling to the surface.

Ms. Bilello commented on the physical education/health education review that is under way, thinking of all the things that are in the wellness/health world we are having to squeeze so much in in a small amount of time. Is that the State curriculum?

Ms. Edwards advised that it is not the state. The State frameworks date back to the late 1990's, they are fairly antiquated. Yes, that is our mandate and yes, that is what we use as our guideline but we have really enhanced our offerings in the health and wellness areas to be more contemporary and to meet the needs of our community. A preview from the survey does indicate that there is not nearly enough time allocated to health and wellness including physical education as identified by all of the stakeholders.

Discussion ensued.

Dr. Jewell inquired as to where does the District stand with regard to homework and snow days?

Dr. Sabolinski advised that they have met with the FEA and Ms. Edwards will be working on that issue with the FEA and the teacher that was interested in being on the Committee.

Dr. Sabolinski advised the Committee about the 3rd goal which is Climate and Culture. One of the outcomes of the FEA negotiation was to look at peer coaching. We have been piloting peer coaching over the last few years and this was an opportunity to formalize and form language so that peer coaching becomes part of the culture. Mr. Light will be chairing that Committee, however, Dr. Sabolinski and Ms. Edwards will be part of that team as well.

Dr. Sabolinski advised the Committee that the High School will be coming to the next meeting with their Program of Studies.

Dr. Sabolinski noted that the interest based bargaining is being used district wide and the EA team is hard at work negotiating. We have been using it now for 6 years in the District very successfully.

Mr. Light advised the Committee about the 4th goal which is Communication. One of the focuses was how do the school councils

support schools, reaching out with families and engaging them. There are examples at all of our schools that Principals are using, however, a great one that stands out is Oak Street. Principal, Kate Peretz met with her school council early in the year, the feedback was that parents didn't understand the programs their children were in, they didn't understand what responsive classroom was, didn't understand what zones of regulations was and they didn't know how to bring that into their home and help support their kids. The school council planned a series of parent workshops that took place before the open house night, they had 60 or 70 parents who chose to come. They chose 2 topics out of 5 that were offered. It is a good example how Principals have used School Councils to help to drive their school improvement plans. Lots of communication from the schools, lots of Twitter use, lots of Regroup messages, lots of newsletters.

Mr. Light advised that there have been discussions about going to one platform being the Google platform which includes a parent portal in the google classroom platform.

Ms. Schultz thanked the Administration for moving in the right direction as far as Communication.

Ms. Bilello commented that she recognizes the challenging of changing the platform to Google and the idea of educating parents. Our kids have so much more of an understanding of how to use that platform more than parents understand its capabilities. The more you can do for us as parents, to teach us how to understand that world and the power of being connected on a document and through Google classroom is helpful.

Mr. Light noted that he has never met a harder working profession staff than what we have here in Franklin but he also knows that our teachers are overstretched. With communication we cannot continually add to teacher's plates, there is a point of saturation, teachers simply can't do more and more and more. We are trying to streamline the number of platforms teachers have to use on a daily basis, we are looking to going to an all Google platform.

Dr. Sabolinski advised that the High School will be sharing the Alumni Survey data at the next School Committee meeting.

3. Discussion Only Items: None

4. Action Items:

- a. I recommend acceptance of the ACCEPT Annual Report for 2015-16.

Motion: Dr. Bergen

Second: Ms. Scofield

Approve: 7

Oppose: 0

- b. I recommend acceptance of the BICO Annual Report for 2015-16.

Motion: Dr. Bergen

Second: Ms. Scofield

Approve: 7

Oppose: 0

- c. I recommend acceptance of a check for \$5,100.00 from Franklin Music Parents for in- house enrichment for the district.

Motion: Dr. Bergen

Second: Ms. Scofield

Approve: 7

Oppose: 0

- d. I recommend acceptance of the following checks totaling \$8,470.90 for FHS as follows:

1. \$1,800.00 Music Boosters for in-house enrichment

2. \$789.90 All American Publishing for in-house enrichment

3. \$50.00 Jesse Southwick for Mr. Kitanosono scholarship

4. \$50.00 Lueders Environmental Inc. for Mr. Kitanosono scholarship

5. \$330.00 Franklin Music Parents for in- house enrichment

6. \$250.00 from various donors for the J Schaeffer Scholarship

7. \$1,500.00 from Walmart for in-house enrichment.

8. \$3,701.00 from Vicario Studios for in-house enrichment

Motion: Dr. Bergen

Second: Ms. Scofield

Approve: 7

Oppose: 0

5. Information Matters:

● **Superintendent's Report:**

Dr. Sabolinski advised the Committee that she had great news, for the 6th out of 7th years FHS was cited on the Advanced Placement honor roll.

Dr. Sabolinski was excited to report that the 2nd annual "Leaping into Kindergarten" would be held on February 28th. Debbie Dixson, Director of

Student Services and Kelty Kelley, Principal of the Early Childhood Development Center run this program. Kindergarten registration will be held on March 27th (4:00 -7:00 pm) and March 28th (4:00 - 6:00 pm). It is being held earlier this year to get a better handle on the numbers for the budget process. The Information is on website and will be held at HMMS.

Dr. Sabolinski advised that, thanks to Ms. Schultz and Mr. Sherlock, an opportunity for a Social Emotional Learning program, a representative from Castle who's worked with DESE and Karen Spilka's office will be offering a forum on January 17th at 6:00 -7:30 p.m. at the Warren Conference Center in Ashland.

Dr. Sabolinski advised that tomorrow will begin the Parmenter Principal site visits. Shannon Barca will be spending time with parents, students and faculty on Wednesday, January 11, 2017 and the next day, Thursday, January 12, 2017 Sarah Klim will be spending time with parents, students and faculties.

Dr. Sabolinski advised that the facilities department was busy during the holidays and in addition to the routine cleaning and disinfecting schools, facilities replaced some of the light fixtures with LED lights at DT, Parmenter and 1/3 of Keller/Sullivan as they are better for students and also cost effective.

Dr. Sabolinski advised that the Poetry Out Loud would be taking place at 7:35 a.m. to 10:00 a.m. This is where the kids recite poetry and it is amazing.

6. School Committee - Sub-Committee Reports

- **Policy Sub-Committee - None**
- **Community Relations Sub-Committee - Denise Schultz**

Ms. Schultz advised that she will be attending the Karen Spilka conference on January 17th. The Community Relations Sub-Committee's next coffee is on the January 12th, Franklin TV studios in the conference room. She is planning to compile their next newsletter on the long weekend.

- **Budget Sub-Committee - Dr. O'Malley** advised that the Budget Sub-Committee is dense with activity, it has gone through one process with the Capital requests, where they met with the FINCOM and presented the requests. He thought the Town Administrator gave us a fair hearing and a good report. We are hopeful for Capital improvements. On January

31st, a budget meeting will be held with the school committee to establish budget priorities and then mesh them into a plan. The meeting will be held in the training room at 7:00 p.m. The School department is putting together their budgets and will meet at a later date.

- **Superintendent Search** - Dr. O'Malley advised that there is a meeting on the 19th of January at 9:30 a.m. where there will be a series of interviews. The interviews went from 5 to 4 interviews.

7. **New Business:** None

8. **Adjourn:** Ms. Schulz made a motion to adjourn, seconded by Dr. Bergen.

9:35 p.m.

Respectfully Submitted,

Susan Childers

SCAgenda 1-10-17.pdf
B2A.pdf
Payroll Warrant #1712 summary.pdf
Payroll Warrant #1712.pdf
FPS Summary & Sign Off.pdf
SCWarrant120816.pdf
SCWarrant121516.pdf
SCWarrant122216.pdf
SCWarrant122916.pdf
December 13, 2016 SCMinutes-DRAFT
DIPSIPUpdateTemplate
ActionA.pdf
ActionB.pdf
ActionC.pdf
ActionD.pdf
Enrollmentcompare-Dec.2015-Dec.2016.pdf
Pledge Student.pdf

World Language Department Overview

**School Committee Presentation
2016-2017**

Franklin Public Schools World Languages Program

- French (9-12)
- Latin (9-12)
- Spanish (6-12) → 6-8 is part of Unified Arts Program

Extension Programs

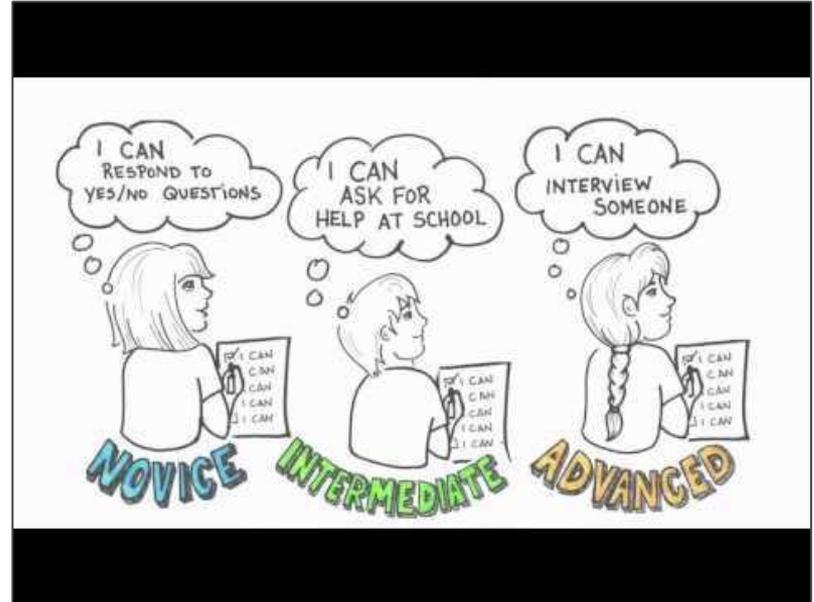
- Spanish National Honor Society
- French National Honor Society
- Latin National Honor Society
- International/Spanish Clubs
- Classics Club
- International Youth Collaboration

Curriculum and Instructional Goals and Standards

Focus of National and State Standards:

[Shortened Video](#)

- Literacy
- Real-world Application
- 21st Century Skills



Video courtesy of the American Council of the Teachers of Foreign Languages (ACTFL)

Assessment

- Listening
- Reading
- Speaking
- Writing

“Can-do” statements

8 NCSSFLACTFL Can-Do Statements

Interpersonal Communication

INTERMEDIATE MID

I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

<p>I can start, maintain, and end a conversation on a variety of familiar topics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can be the first to start a conversation. <input type="checkbox"/> I can ask for information, details, and explanations during a conversation. <input type="checkbox"/> I can bring a conversation to a close. <input type="checkbox"/> I can interview someone for a project or a publication. <input type="checkbox"/> I can _____ <p>I can talk about my daily activities and personal preferences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can talk about my daily routine. <input type="checkbox"/> I can talk about my interests and hobbies. <input type="checkbox"/> I can give reasons for my preferences. <input type="checkbox"/> I can give some information about activities I did. <input type="checkbox"/> I can give some information about something I plan to do. <input type="checkbox"/> I can talk about my favorite music, movies, and sports. <input type="checkbox"/> I can _____ 	<p>I can use my language to handle tasks related to my personal needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can request services, such as repair for a phone, computer, or car. <input type="checkbox"/> I can schedule an appointment. <input type="checkbox"/> I can inquire about membership in an organization or club. <input type="checkbox"/> I can _____ <p>I can exchange information about subjects of special interest to me.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can talk about artists from other countries. <input type="checkbox"/> I can talk about historical events. <input type="checkbox"/> I can talk about a mathematics, technology, or science project. <input type="checkbox"/> I can _____
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Proficiency Time Lapse

Overarching Goal: I can present basic information on familiar topics using spoken language.

I can...

Level 2: describe myself time using a variety of words, phrases, memorized expressions.

Level 1: describe myself using single words or memorized phrases.

Level 3: describe myself and my interests using a series of phrases and simple sentences.

Level 4: describe myself and my interests using connected sentences.

AP: present information about myself in various time frames.



Resources

Technology

Social media

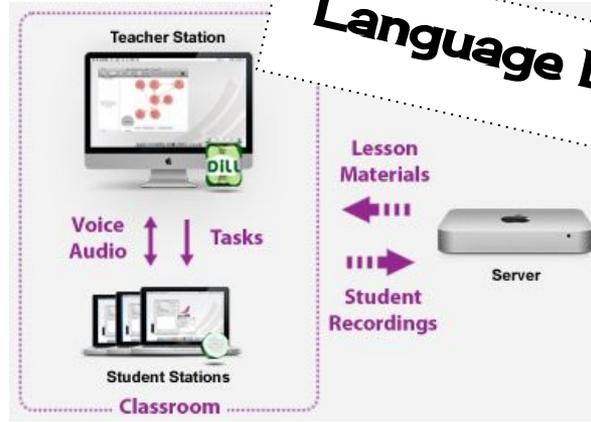


Voice and screen recorders



ScreenCastify
record your screen

Language Lab



Interactive games



Vocaroo



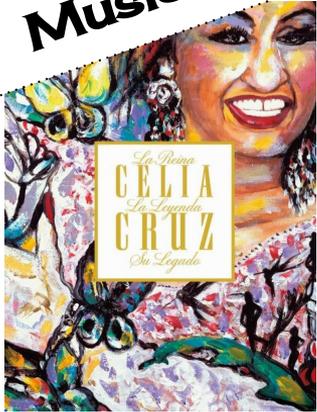
Click to Record



Resources

Authentic Materials and Realia

Music



News



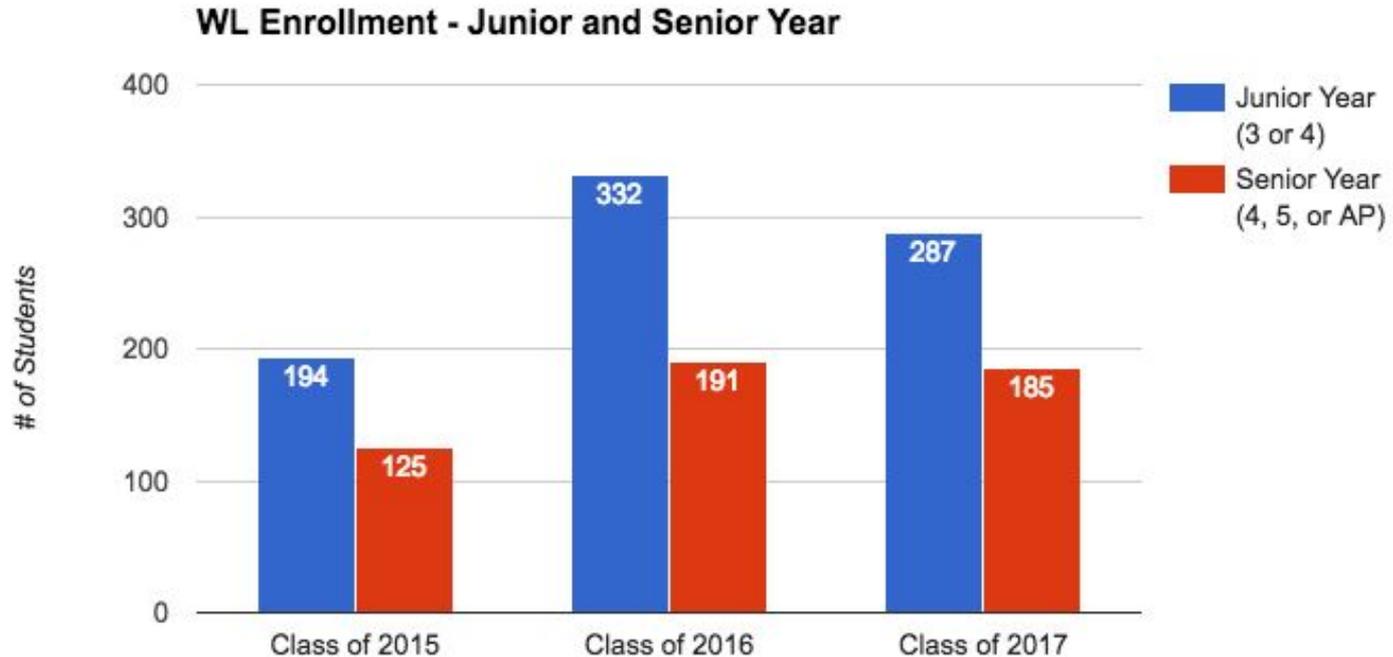
Art



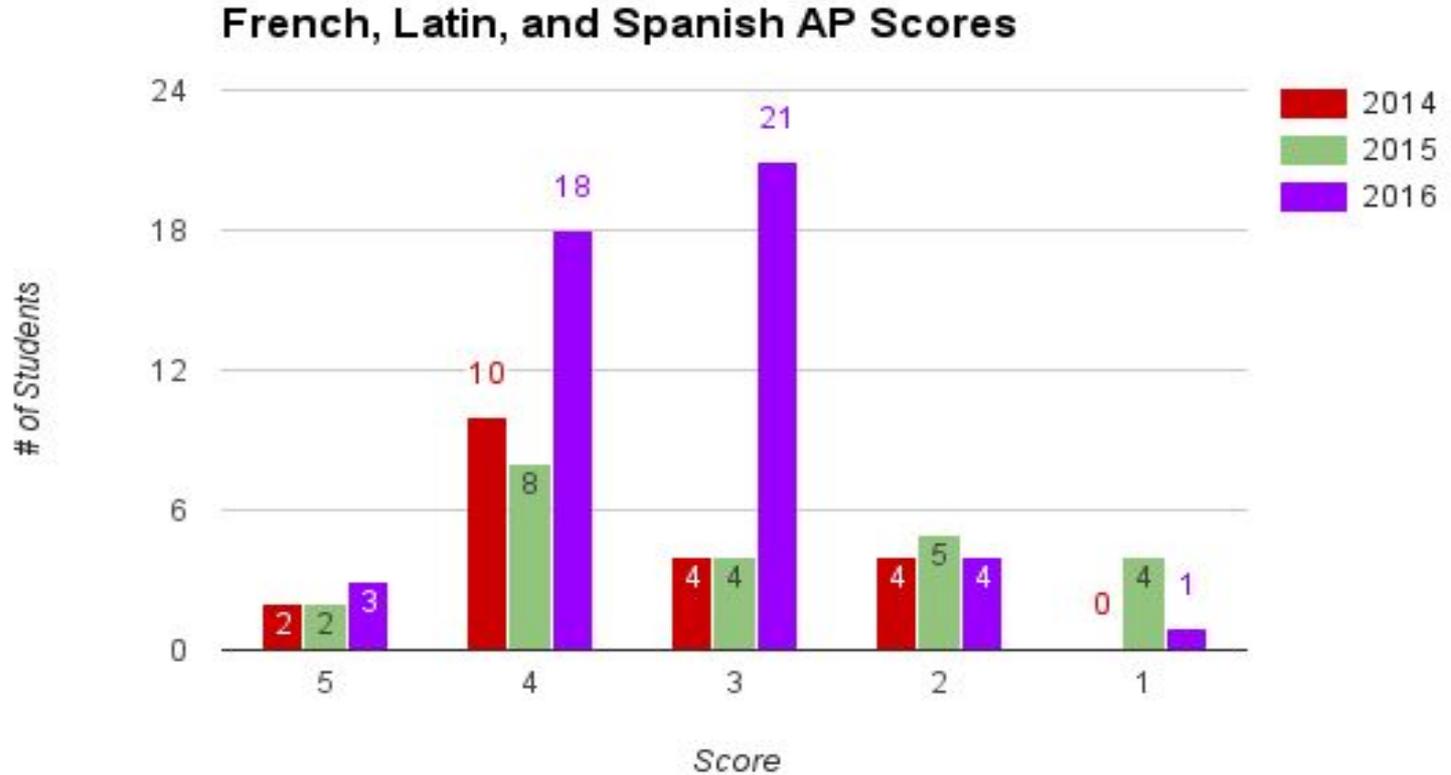
Menus



World Language Enrollment



Advanced Placement Scores



ASMS

Pulsera Project Sale

- Our sale was held from November 14 - November 17, 2016
- We raised \$2,416 for Nicaraguan students, families and artists
- We sold over 450 handmade bracelets
- Students from all grades and teachers purchased bracelets



Picture from the Pulsera Project Sale



Latas for Love

A Service Project by
Horizontes



Los Resultados

We reached our goal of raising \$500!

We also received a \$500 donation from Omnicom.

We raised a grand total of:

\$1,006!



¡Gracias a todos que donaron y ayudaron!

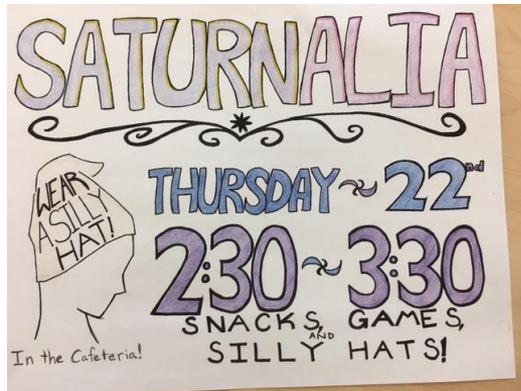
Latin National Honors Society

What we have done...

- **International Club's Culture Fair** → shared information about Roman culture
- **Saturnalia Party** → after school party with Roman themed foods and games

What the future holds...

- **The Heifer Project** → fundraiser to get farm animals for people who need them



Staying Current in Professional Practice



American Council
of the Teachers of
Foreign Languages



Social Media

The logo for Local Staff Development Opportunities (LSDO), featuring the letters "LSDO" in a stylized, overlapping font.

LOCAL STAFF DEVELOPMENT OPPORTUNITIES
A cooperative professional development project, created and developed by the public school districts of: BELLINGHAM, FOXBOROUGH, FRANKLIN, MANSFIELD, MENDON-UPTON, MILFORD, MILLIS, NORFOLK, NORTH ATTLEBORO, NORTON, PLAINVILLE, UXBIDGE AND WRENTHAM.

Presents:
Putting Grammar in its Place in Language Learning,
Teaching and Assessment
A Seminar for World Language Educators

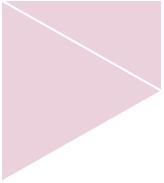
November 8, 2016 - Norton Middle School
215 W. Main Street, Norton MA 02766
8:00 a.m. - 2:30 p.m.

Presented by MA Foreign
Language Association
(MaFLA) past President

District Improvement Plan Update

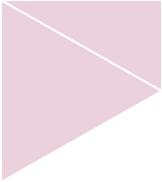
1.10.17





Our Theory of Action...

If we nurture a safe, supportive and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.



2016-17 Strategic Objectives

I. 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 all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.

II. To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

III. To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.

IV. 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. 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 all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.

Elementary Schools:

- Zones of Regulation Training for staff, started implementation and working toward goal of 3X/month
- All classroom teachers trained in Responsive Classroom 1
- Currently using Responsive Classroom structure in school assemblies/community meetings
- Regular Social Emotional Learning (SEL) updates through school communications (ex. PCC meetings, newsletters, Twitter, Regroup, classroom websites/blogs)

Middle Schools:

- 6th grade teachers at each middle school have completed training for Responsive Classroom
- Plan to train 7th & 8th grade teachers in Responsive Classroom beginning next fall
- Faculty Meeting time devoted to SEL PD
- Counselors are planning Mental Health Awareness day for May 12 to coincide with National Mental Health Awareness Week

High Schools:

- Guidance seminars taking place every grade to discuss topics that are grade relevant, such as upcoming pathways for 9th/10th grade, as well as college and career readiness for juniors/seniors, and financial planning for seniors
- Expanding on the Mental Health Awareness week, including parent outreach
- Continuing the Signs of Suicide curriculum in the 9th grade
- First advisory session held-over 1000 students and 48 staff responded; overall positive feedback; aiding in building relationships; abundance of ideas for future topics and use of time; total of 4 advisory blocks schedule this year as pilot.



I. 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 all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.

District

- Completed development of district-wide definition of SEL
- Initiated development of Multi-Tier system of support for SEL
 - Begin inventory of SEL practices within multi-tier system
- Partnership with William James College under development regarding participation in a 2017-18 pilot program in SEL/School Culture & Climate for one targeted elementary school
- Solutions staff strained in Zones of Regulation; Communication with YMCA regarding follow-up training in Zones of Regulation for school year programs - in process
- District-wide PD for special educators, counselors regarding Trauma-informed Care.
- Confirmed Jessica Minahan to present open day 2017 to bring additional focus onto SEL as district-wide initiative.
- Signs of Suicide: ongoing implementation of screenings in grades 7 & 9
- SWAC: Currently reviewing school wellness policy to include additional information about SEL.
- Social Emotional Learning video in the works to educate community about SEL in the schools



II. To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

Elementary Schools:

- District professional development day to introduce new science curriculum framework.
- Math professional development on utilizing math practices
- Ongoing revision of Instructional Support Team (IST) process

Middle Schools:

- Teacher collaboration with colleagues to align grading, planning, and assessment practices
- Administrators leading discussions regarding homework policies and practices with staff members

Franklin High School:

- NEASC self-study in progress in anticipation of March visit
- Create and revise curriculum maps and unit plans
- Ongoing review of curriculum, instruction, and assessment through walkthroughs, department meetings, principal's council
- Continued discussions of overall grading practices with building leaders including Standards-Based education
- PCC meetings with Department Heads to inform families of curriculum with time for questions/comments

District:

- Implementation of Science and Digital Learning Frameworks
- Physical Education and Health Curriculum Review in process
- Homework Policy in development with School Committee Policy Subcommittee



III. To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.

Elementary Schools:

- Peer coaching pilot with 6 peer coaches in training process, with a committee to determine implementation plan
- Monthly whole school meetings focused on Core Value(s)
- Continued calibration of evaluation practices

Middle Schools:

- Continue to provide professional development opportunities through faculty meetings and half days
- Facilitate discussions about core values, shared beliefs, and norms with staff members in order to strengthen instruction
- Continue to implement the evaluation system and provide teachers with meaningful feedback regarding instructional strategies and current practices

Franklin High School:

- Weekly administrator meetings to reflect on decision making, teacher evaluation, and other timely topics
- Building leaders meet regularly with FEA leadership to discuss pertinent topics, safety, etc.
- Continued calibration of evaluation practices
- Team of teachers creating a set of co-teaching resources to share with peers
- Program of Studies with new courses for upcoming year with Core Values and updated Academic Expectations



III. To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes. (continued)

District:

- Continued administrative PD focused on high performing teams
- Continued work with district consultant to align and calibrate educator evaluation system
- Provide continued training in the evaluation system for new administrators
- Oversee development of peer coaching pilot
- Professional Development for teachers including Science implementation work, Digital Literacy work, Math practices, MS Math PD, Responsive Classroom, Keys to Literacy, lab safety training, National Foreign Language Teacher conference, Health/PE SHAPE conference
- Educator evaluation training for staff with formal presentation at the beginning of the year and continuing through the mentoring process
- Supervision and evaluation process with meaningful and constructive feedback for teachers
- District/School based bi-weekly Labor/Management meetings to generate solutions to district and school based concerns and problems
- Use Interest-Based Bargaining approach to strategically negotiate with FEA stakeholders



IV. 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.

Elementary Schools:

- Open Houses and Curriculum Nights
- All School Twitter accounts
- Family curriculum events during school hours
- Monthly communication to families
- School Council meetings - review goals, solicit feedback from parents on initiatives/programs

Middle Schools:

- Guidance Counselors developed SEL goals for the year focused on family outreach
- Newsletters created and distributed regularly by Administrators
- Nutrition Nuggets newsletter distributed to parents
- School Council meeting dates are set in the calendar for the year
- Brainstormed with the FEF during recent A-Team meeting to discuss revisions to improve the grant program in order to support teachers
- (District level) communication regarding upcoming SEPAC events for parents to attend
- School Council meetings- review goals, seek and implement feedback



IV. 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.

High School::

- Bi-weekly memos to parents/families regarding celebrations of effective practice, upcoming events, and resources
- Weekly memos to staff regarding celebrations of effective practice, staff acknowledgments, upcoming events, etc
- Hosted speaker with PCC for family engagement presentation on effective parenting of teens
- Guidance started holding coffee sessions with parents (9th grade)-very well attended and allows for parent-guidance communication; coffee sessions (morning and afternoon) planned for every grade level
- Principal coffee sessions are planned for the winter/spring session
- School Council meetings- review goal, update on progress and develop initiatives

District:

- Completed development of district-wide definition of SEL by SEL team; shared with administrators district-wide for feedback
- SEL Update planned for school committee in February.
- Initiated review of SWAC policy via SC Policy Subcommittee
 - Input currently being solicited from members of SWAC, Health & Physical Education Departments and SEL Team to inform policy revisions
- Initiated Substance abuse prevention policy review with SC Policy Subcommittee
 - Currently forming Substance Abuse Task Force to make policy recommendation, develop best practices and community partnerships to address ongoing substance abuse epidemic
- SC Policy Subcommittee providing multiple opportunities and forums for community engagement in development of dress code policy
- Nutrition Nuggets Newsletter



Questions?

DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

ELEMENTARY UPDATES

STRATEGIC OBJECTIVES			
<p><i>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 all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.</i></p>	<p><i>To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i></p>	<p><i>To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.</i></p>	<p><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></p>
STRATEGIC INITIATIVES			
<ul style="list-style-type: none"> ● Continue implementation of Zones of Regulation at the elementary level. ● Continue implementation of Responsive Classroom at the elementary school level. ● Implement Responsive Classroom at Middle School level. <ul style="list-style-type: none"> ○ Professional development ○ Purchase materials ○ Establish implementation timeline/process. ● Continue to develop and implement Developmental Guidance programs and lessons at the elementary, middle and high school levels. <ul style="list-style-type: none"> ○ Create a schedule that supports counselors having time to meet with classes to offer skill based lessons to support students in identifying stressors, and behaviors that impede learning and replace with positive supports to increase achievement. ● Review and/or implement Advisory Programs at the middle and high school levels. ● Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition. ● Continue to implement the Signs of Suicide program as a component of the wellness curriculum in grades 7 & 9 ● Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children. ● Continue to develop partnerships to support Social Emotional Learning in the community at large. 	<ul style="list-style-type: none"> ● Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas with a targeted review of Health/Wellness. ● Continue development and implementation of alignment and instructional changes of new standards in: <ul style="list-style-type: none"> ○ Science ○ Digital Learning/Technology ● Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students. ● Review current formative and summative assessment and grading practices. ● Create a task force to study best practices with regard to homework and make recommendations for K-12 homework practices. ● Support High School NEASC accreditation self-study and visit during the 2016-2017 school year. ● Develop presentation and forums for parents/guardians to offer informational updates, roll out implementation of initiatives and solicit feedback. 	<ul style="list-style-type: none"> ● Continue administrator professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication. ● Continue to develop and strengthen the degree to which the district and schools' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving. ● Establish committee to explore Peer Coaching opportunities within the district to support teacher leadership opportunities. ● Establish a joint committee comprised of members from the administration and Franklin Education Association (FEA) to foster ongoing dialog about educator evaluation and promote improved outcomes for students. ● Continue to improve professional development and training around the educator evaluation process. 	<ul style="list-style-type: none"> ● Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative. ● Annual presentation to School Committee on goals and outcomes ● Collaboration with SAFE Coalition to facilitate educational programs ● Nutritional Nuggets newsletter will be disseminated monthly as educational information on Health/Wellness ● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. ● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process. ● Use results of 2015-16 SWAC Community Engagement Survey to inform revisions to SWAC policy and goals ● Use the results of the Spring 2016 SPED Program Evaluation, including student, parent and staff feedback to set program goals ● Report progress on School and District Improvement Plans to community via school committee meetings. ● Utilize existing systemic structures such as school councils, Joint PCC, PCCs, Booster Organizations, Franklin Education Foundation, SEPAC and business partnerships to inform goal setting and improvement planning.

DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

UPDATES ON STRATEGIC INITIATIVES DECEMBER 2016

<p>UPDATES: All Elementary</p> <ul style="list-style-type: none"> Zones of Regulation Training for staff, started implementation and working toward goal of 3X/month Fall cohort recently completed training; all classroom teachers trained in Responsive Classroom 1 Currently using Responsive Classroom structure in school assemblies/community meetings Regular Social Emotional Learning (SEL) updates through school communications (ex. PCC meetings, newsletters, Twitter, Regroup, classroom websites/blogs) <p>Davis Thayer</p> <ul style="list-style-type: none"> Collaborate with specialists in 6-week cycles to facilitate team-building and stress-reduction strategies with every grade-level Formed PBIS Research Committee Provided all specialists with professional book about Responsive Classroom for Music, Art & PE Specials <p>Jefferson</p> <ul style="list-style-type: none"> Utilized funds received from a FEF grant to purchase materials to create an area in each classroom for students to utilize self-regulation strategies. <p>Parmenter:</p> <ul style="list-style-type: none"> Monthly SEL blocks with opportunities to practice self-regulation strategies through unstructured arts and additional Zones of Regulations lessons Each month's whole school meeting includes self-regulation practices (Me Moves, mindful movements, Brain Gym, etc.) Restructure the Student Support and Safety Team (SSST) to align with the district's SWAC goals, identify the 20% of students who fall into Tier 2 & 3 intervention needs, and develop proactive and responsive interventions for individual students <p>Oak:</p> <ul style="list-style-type: none"> REACH program assessment and training provided to REACH educators Lion's Quest curriculum introduced in REACH program Master schedule created to allow for instruction in SEL at the beginning of each day. 	<p>UPDATES: All Elementary</p> <ul style="list-style-type: none"> District professional development day to introduce new science curriculum framework. Math professional development on utilizing math practices Ongoing revision of IST process <p>Davis Thayer</p> <ul style="list-style-type: none"> Provided each grade-level team with six three-hour PLC blocks to unpack ELA standards and create aligned units of study Created schedules that allowed two-three blocks per week for common planning Plan and host monthly forums such as Family Fun Fridays and PCC presentations to share curricular information and updates, communicate current initiatives, and solicit feedback and two-way communication from families <p>Oak</p> <ul style="list-style-type: none"> Parent Information Night was facilitated by teachers (Zones of Regulation, co-teaching, Responsive Classroom, growth mindset, and technology) Development of team teaching approaches which promote flexible grouping across grade levels increasing opportunities for differentiation. <p>Parmenter</p> <ul style="list-style-type: none"> School-wide focus on developing units using the Understanding by Design approach (during 2 CPTs/month and staff PD days) - 1-2 units completed per team (Dec. 2016) RtI/IST - interventions developed collaboratively with grade level teams 2 CPTs a month devoted to specific literacy and math instruction and assessment analysis Developed team schedules to include common instruction blocks that allow for flexible grouping across grade levels <p>Keller</p> <ul style="list-style-type: none"> Received feedback from families regarding the format and impact of Curriculum Night through a survey. 	<p>UPDATES: All Elementary</p> <ul style="list-style-type: none"> 6 peer coaches trained Continue work with district consultant, Patti Grenier, to align/calibrate educator evaluation system Monthly whole school meetings focused on Core Value(s) <p>Davis Thayer</p> <ul style="list-style-type: none"> Hold monthly student-led whole-school meetings focused on Core Values Partnered with Dean College student athletes to plan whole-school meeting in March focused on Core Value of Persevere Facilitate an assembly led by Davis Thayer's Bobcat Buddies community service group <p>Parmenter</p> <ul style="list-style-type: none"> Developed Community Building Team (including 1 staff representative from each team) to develop school culture and engage staff in decision making at our school (has met monthly since September) Monthly grade level meetings with principal and assistant principal focused on Core Value of the month Addition of student representatives on Character Education Committee School representatives (Shannon Barca and Jean Wolf) attended National Forum for Character Education in Washington, DC (October 2016) <p>Jefferson</p> <ul style="list-style-type: none"> Provided opportunities to learn, share, and celebrate cultural diversity through school-wide heritage month: art displays, maps, resource lists for teachers. Engaged teachers in learning about the collaborative inquiry process to analyze student work by utilizing protocols to plan targeted instruction <p>Keller</p> <ul style="list-style-type: none"> Developed and teaching all students the core values of what it means to be a Keller Kid. Established peer observation committee. <p>JFK</p>	<p>UPDATES: All Elementary</p> <ul style="list-style-type: none"> Open House and Curriculum Night All School Twitter account Family curriculum events during school hours Monthly communication to families School Council meetings <p>Davis Thayer</p> <ul style="list-style-type: none"> Monthly Family Fun Fridays focused on math and literacy activities that can be done at home to support students' learning and growth Form and promote community partnerships with the Franklin Food Pantry, local homeless shelters, St. Jude Children's Research Hospital, Leukemia & Lymphoma Society, etc. via the Bobcat Buddies community service group Form and promote community partnership with Dean College focused on academic-connections and Core Values <p>Jefferson:</p> <ul style="list-style-type: none"> PCC invited a variety of guest speakers to monthly PCC meetings. The adjustment counselor, P.E./Health teacher, and SEPAC representative presented information to parents focused on adjusting to a new school year, staying active and healthy during the winter months, and informing parents of upcoming parent workshops. . School Council designing a parent communication survey <p>Parmenter:</p> <ul style="list-style-type: none"> Addition of Parent Volunteer Booth during Curriculum Night - opportunity to volunteer for multiple events/committees throughout the year Family Math Mornings scheduled for each grade level (1st grade event in November) Parent volunteers/facilitators during monthly SEL blocks School Council engaging in ways to increase two-way communication with families Include a "Character Education Corner" to PCC monthly newsletter to educate and update parents on how the social and academic curricula is integrated (as well as provide suggestions on how families can support this learning at home)
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DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

<p>Keller</p> <ul style="list-style-type: none"> • Provided professional development resource (Responsive Classroom for Art, Music, PE and other Specials Areas) to all specialists (Art, Music and PE teachers) who are engaged in ongoing SMART goals work around. • SEL Coffee held on 12/7/16 • Behavioral Emotional Support Team (BEST) Established. <p>JFK:</p> <ul style="list-style-type: none"> • All specialists received book Responsive Classroom for Music, Art & PE Specials • Worked with PCC to get Zones of Regulation curricular resources and chill zone student materials for all classrooms • School psychologist and occupational therapist supporting Zones of Regulation lesson implementation in some classrooms 	<ul style="list-style-type: none"> • Received feedback from families around the development of a curriculum centered evening information sessions through a survey. <p>JFK</p> <ul style="list-style-type: none"> • Grade level monthly meetings with literacy specialist and math specialists to analyze student data and instructional practices • Provide outreach and education to families through PCC presentations (GOALS program, SEL, etc.) • Sought and received feedback from families regarding Open House Night and Curriculum Afternoon <p>Jefferson</p> <ul style="list-style-type: none"> • Created schedules to enable teachers to collaborate in professional learning communities • Teachers and curriculum specialists collaborate to design post assessments to monitor student progress during intervention groups • Implemented collection of post assessment data during professional learning community meeting 	<ul style="list-style-type: none"> • Revisit Core Values to accurately reflect shared beliefs • PLC's with Oak Street "PD Your Way" (teacher led discussions around various topics) • Established a peer observation committee to support and formalize peer visits within JFK • Faculty meetings focused on building inclusive, collaborative school culture <p>Oak</p> <ul style="list-style-type: none"> • Increased focus on core values during school-wide assemblies, grade level morning meetings and during faculty meetings. • Faculty meetings focused on building inclusive, collaborative school culture • PLC's with JFK "PD Your Way" (teacher led discussions around various topics) 	<p>Oak Street:</p> <ul style="list-style-type: none"> • Held series of 'meet and greet' coffees with parents and administrators • Engage with School Council to increase two way communication and parent involvement. • Planned parent information night with School Council. <p>JFK:</p> <ul style="list-style-type: none"> • PCC invited GOALS program teacher/BCBA to meeting • JFK Family Engagement events (5K, Barnes & Noble Book Fair, Open House Night, etc.) • School Council designing a family survey regarding school communication <p>Keller:</p> <ul style="list-style-type: none"> • Held a joint meeting between (Student Council, School Council, PCC, Best Buddies and Leadership Team to plan events for the year. • Social-Emotional Learning section of website developed to share information.
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DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

MIDDLE SCHOOL UPDATES

STRATEGIC OBJECTIVES			
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STRATEGIC INITIATIVES			
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DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

UPDATES ON STRATEGIC INITIATIVES DECEMBER 2016

<p>UPDATES:</p> <p>All Schools</p> <ul style="list-style-type: none"> ● 6th grade teachers at each middle school have completed 3 of 4 training dates for Responsive Classroom ● Faculty Meeting time devoted to SEL PD ● Guidance Counselors working collaboratively on district level SEL initiatives (audit of current practices in the district). ● Counselors are planning Mental Health Awareness day for May 12 to coincide with National Mental Health Awareness Week <p>ASMS</p> <ul style="list-style-type: none"> ● Signs of Suicide program completed in 7th grade ● Continue to participate in schoolwide implementation of Advisory program. Advisory meets every other day for approximately 15 minutes ● Advisors are provided lessons on SEL by Guidance Counselor, teachers, and/or club advisors prior to special events ● Guidance Counselor and School Psychologist developed and distributed a pamphlet to parents at Back to School Night in September ● Admin provides links in newsletter, Sully Salutations., regarding SEL <p>HMMS</p> <ul style="list-style-type: none"> ● Recommitment to Advisory program. Program now called Connections to emphasize goal of making connections within the school community. The program has a collaborative approach to curriculum development. Committee work will continue this school year to further develop and refine the program. ● Guidance counselor to develop SEL lessons for implementation (Health - Signs of Suicide, Executive Functioning Strategies, Vocational Exploration, etc) ● Guidance counselor sends out a monthly Mindfulness Newsletter as part of her SMART goal. <p>RMS</p> <ul style="list-style-type: none"> ● Began schoolwide implementation of Advisory program. Advisory meets every other day for approximately 25 minutes ● Surveyed students to develop baseline for SEL awareness ● Participated in Walk to School Day to coincide with International Walk to School Day ● Continue to provide links in newsletter regarding SEL 	<p>UPDATES:</p> <p>All Schools</p> <ul style="list-style-type: none"> ● Continuing to participate in development of Science and Digital Learning/Technology standard alignment ● Continue to implement the evaluation system and provide teachers with meaningful feedback regarding instructional strategies and current practices ● Teachers continue to collaborate with colleagues to align grading, planning, and assessment practices during grade level and department meetings. ● Admin leading discussions regarding homework policies and practices with staff members 	<p>UPDATES:</p> <p>All Schools</p> <ul style="list-style-type: none"> ● Continue to provide professional development opportunities through faculty meetings and half days ● Providing support for teachers regarding the educator evaluation process (feedback, time, etc.) ● Facilitate discussions about core values, shared beliefs, and norms with staff members in order to strengthen instruction 	<p>UPDATES:</p> <p>All Schools</p> <ul style="list-style-type: none"> ● Guidance Counselors developed SEL and created goals for the year ● Newsletters created and distributed regularly by Administrators ● Nutrition Nuggets newsletter distributed to parents ● School Council meeting dates are set in the calendar for the year ● Brainstormed with the FEF during recent A-Team meeting to discuss revisions to improve the grant program in order to support teachers ● (District level) communication regarding upcoming SEPAC events for parents to attend ● Discussed progress on SIP with middle school administrators in order to present information for School Committee meeting in January
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DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

<ul style="list-style-type: none">• Counselors presented to parents at PCC meeting to share strategies for supporting their children at home			
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DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

HIGH SCHOOL UPDATES

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DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

UPDATES ON STRATEGIC INITIATIVES DECEMBER 2016

UPDATES:

- Started holding coffee sessions with parents (9th grade)-very well attended and allows for parent-guidance communication; coffee sessions (morning and afternoon) planned for every grade level
- Guidance seminars taking place every grade to discuss topics that are grade relevant, such as upcoming pathways for 9th/10th grade, as well as college and career readiness for juniors/seniors, and financial planning for seniors
- Expanding on the Mental Health Awareness week, including parent outreach
- Continuing the Signs of Suicide curriculum in the 9th grade
- Career Fair is being planned for April in conjunction with our PCC
- First advisory session held-over 1000 students and 48 staff responded; overall positive feedback; aiding in building relationships; abundance of ideas for future topics and use of time
- Continued participation in SWAC
- Continued participation in district DCF roundtable and other community partnerships

UPDATES:

- Time spent during PD and department meetings, as well as summer work in creating/revising curriculum maps and unit plans
- Specific focus on implementation of science curriculum aligned with 2016 MA Frameworks
- Participation in the PE/Health Curriculum Review
- Ongoing review of curriculum, instruction, and assessment through walkthroughs, department meetings, principal's council
- NEASC self-study in progress in anticipation of March visit
- Continued discussions of overall grading practices through building leaders (Principal's Council and the Instructional Summit with Assistant Superintendent for T and L) including a focus on Standards-Based education
- New Teacher Academy, mentors and mentees, meet regularly to discuss timely topics
- PCC meetings with Department Heads to inform families of curriculum and allow time for questions/concerns

UPDATES:

- Continued work through evaluations and participation in ATSR, as well as SEI
- Weekly administrator meetings to reflect on decision making, teacher evaluation, and other timely topics
- Building leaders meet regularly with FEA leadership to discuss pertinent topics, safety, etc
- Teams of teachers sent to Keys to Literacy, lab safety training, National Foreign Language Teacher conference, will be sending Health/PE to SHAPE
- Team of teachers worked on creating a set of co-teaching resources to share with peers
- Launching the Program of Studies and new courses for upcoming year with Core Values and updated Academic Expectations;
- Educator evaluation training completed with formal presentation at the beginning of the year and continuing through the mentoring process as well as the supervision and evaluation process for each teacher

UPDATES:

- Bi-weekly memos to parents/families regarding celebrations of effective practice, upcoming events, and resources
- Weekly memos to staff regarding celebrations of effective practice, staff acknowledgments, upcoming events, etc
- Hosted speaker for family engagement presentation on Effective Parenting of Teens
- Guidance seminars taking place every grade to discuss topics that are grade relevant, such as upcoming pathways for 9th/10th grade, as well as college and career readiness for juniors/seniors, and financial planning for seniors
- Guidance started holding coffee sessions with parents (9th grade)-very well attended and allows for parent-guidance communication; coffee sessions (morning and afternoon) planned for every grade level
- Principal coffee sessions are planned for the winter/spring session

DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

DISTRICT UPDATES

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DISTRICT & SCHOOL IMPROVEMENT PLAN UPDATE

Mid-Year Update January 2017

UPDATES ON STRATEGIC INITIATIVES DECEMBER 2016

UPDATES:

- Completed development of district-wide definition of SEL
- Development of Multi-Tiered System of Support framework for Social and Emotional Learning
- Partnership with William James College under development regarding participation in a 2017-18 pilot program in SEL/School Culture & Climate for one targeted elementary school
- Communication with YMCA regarding follow-up training in Zones of Regulation for school year programs - in process
- Initiated development of Multi-Tier system of support for SEL
 - Begin inventory of SEL practices within multi-tier system
- District-wide PD for special educators, counselors regarding Trauma-informed Care.
- Confirmed Jessica Minahan to present open day 2017 to bring additional focus onto SEL as district-wide initiative.
- Zones of Regulation - ongoing implementation of lessons at all elementary schools
- Signs of Suicide: ongoing implementation of screenings in grades 7 & 9
- SWAC: Currently reviewing school wellness policy to include additional information about SEL.

UPDATES:

- Initiate PE/HE Curriculum Review Committee
 - Surveys sent to students, parents, faculty & admin
- Initiated Homework Policy development with Sc Policy Subcommittee
- Implementation of Science and Digital Learning Frameworks
- Physical Education and Health Curriculum Review in process
- Homework Policy in development with School Committee Policy Subcommittee

UPDATES

- Continued administrative PD focused on high performing teams
- Continued work with district consultant, Patti Grenier, to align and calibrate educator evaluation system
- Provide continued training in the evaluation system for new administrators
- Oversee development of peer coaching pilot
- Professional Development for teachers including Science implementation work, Digital Literacy work, Math practices, MS Math PD, Responsive Classroom, Keys to Literacy, lab safety training, National Foreign Language Teacher conference, Health/PE SHAPE conference
- Educator evaluation training for staff with formal presentation at the beginning of the year and continuing through the mentoring process
- Supervision and evaluation process with meaningful and constructive feedback for teachers
- District/School based bi-weekly Labor/Management meetings to generate solutions to district and school based concerns and problems
- Use Interest-Based Bargaining approach to strategically negotiate with FEA stakeholders

UPDATES:

- Completed development of district-wide definition of SEL by SEL team; shared with administrators district-wide for feedback
- Initiated review of SWAC policy via SC Policy Subcommittee
 - Input currently being solicited from members of SWAC, Health & Physical Education Departments and SEL Team to inform policy revisions
- Initiated Substance abuse prevention policy review with SC Policy Subcommittee
 - Currently forming Substance Abuse Task Force to make policy recommendation, develop best practices and community partnerships to address ongoing substance abuse epidemic
- SC Policy Subcommittee providing multiple opportunities and forums for community engagement in development of dress code policy.