

Franklin High School  
SCHOOL IMPROVEMENT PLAN  
2019-20

**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.

**CORE VALUES**

- Social-Emotional Development
- Safe and Inclusive School Culture
- High Expectations for Student Success
- Collaborative Community

**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.

*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.*

**STRATEGIC OBJECTIVES**

**Social-Emotional Well-Being of Students and Staff**

*To help students develop connections to school, support positive behaviors and increase academic achievement, Franklin High School 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 High School 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, Franklin High School 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, Franklin High School will enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.*

**STRATEGIC INITIATIVES**

- Continued expansion in scope and frequency of the established advisory program.
  - Establish set meeting times, class needs, program development, and curricula
- Continue to implement from the World of Difference Program developed in the middle schools and running at FHS from the ninth grade to the tenth and eleventh grades
- Continue to expand educator's capacity to build SEL skills
  - Train staff members in SEL instructional strategies during faculty meetings, professional development and Principal's Council
  - Implement a monthly focus on the five CASEL SEL competencies in alignment with the district-wide initiative

- Implement and leverage the Portrait of a Graduate in an effort to further our work at promoting 21st century skills and to develop interdisciplinary learning.
  - Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks and PofG in all areas.
- Continue implementation in the second year of the Illustrative Math curriculum in Algebra I and Algebra II courses.
- Implement and monitor the new homework guidelines so that practices across the school are aligned with current research
- Ensure that curriculum, instruction, and materials reflect an inclusive school environment.

- Participate in the development of the district model in accordance with the FHS continuum (tiered system) of services for SEL and academics
- Continue to review grading practices at the high school level.
  - Principal's Council will research, analyze, discuss, and implement effective grading practices
  - Continue the support and encourage the growth of grading systems throughout multiple grades and disciplines
- 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.

- Work with the Franklin Marketing & Communication Specialist to broaden community outreach & social media presence
- Conduct regular School Council meetings, providing an opportunity for various community stakeholders to communicate with building administration.
- Continue to write and archive bi-weekly parent communications and weekly staff communications.
- Explore professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments and cultural proficiency.

<ul style="list-style-type: none"> <li>● Continue to develop strategies to identify and support students at risk with conjoined work of administration and Instructional Support Teams (IST). <ul style="list-style-type: none"> <li>○ Expand work with IST to include program specific ISTs (Pathways, REACH, etc.)</li> </ul> </li> <li>● Continue to provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.</li> <li>● Work in conjunction with the office of student services and special education to continue to develop and refine specialized and/or alternative programs such as STRIVE, Discover, Reach, Pathways, and others..</li> </ul>	<ul style="list-style-type: none"> <li>○ Solicit feedback from stakeholder groups like Principal's Council, SAGA, Diversity Club, School Council</li> <li>● Continue implementation of alignment and instructional changes of new standards in Social Studies</li> <li>● Continue the work of examining grading reform at FHS and continue implementing changes</li> </ul>	<ul style="list-style-type: none"> <li>● Expand the New Teacher Academy to continue the work stemming from New Teacher Orientation and staff mentoring to better support new teachers as they grow professionally and become part of the FHS community.</li> <li>● Conduct regular check ins with mentor/mentees and co-teaching pairs.</li> <li>● Explore professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments, cultural proficiency, and SEL.</li> <li>● Develop optional pathways to deepen engagement of students during their high school experience (e.g. Seal of Biliteracy, evening courses, other)</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to develop and strengthen the degree to which FHS' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving.</li> </ul>
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