

# **PK-5 School Improvement Plan Reports**

8.8.17





# 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.*




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## **Mid Year Update:**

### **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)




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## **Mid Year Update:**

### **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




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## **Mid Year Update:**

### **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



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## **Mid Year Update:**

### **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



# FX O'Regan ECDC

## Accomplishments & Highlights:

- Teams designed and implemented 3-4 additional standards based units and aligned all units with the Teaching Strategies Gold ongoing assessment tool
- Expanded community collaborations to include a joint playgroup for English Language Learners families with Self Help, Inc.
- School Psychologist, OT and SLPs worked together to align the SEL curriculum to the developmental levels of ECDC students and introduce Zones and Social Thinking as embedded content in our classrooms

## Challenges or Next Steps:

- Fine tune the development and implementation of an ECDC Positive Behavioral Interventions and Supports (PBIS)
- 4 of 6 classroom teachers and specialists still need training in Responsive Classroom





# Davis Thayer

## Accomplishments & Highlights:

- Developed and implemented collaborative staff development opportunities where expertise was shared within the building to meet individual learning needs of professionals
- Analyzed the co-teaching model, growth of special education students and specialized strategies utilized to improve growth for students with disabilities
- Expanded and deepened community and family partnerships to facilitate ambitious growth of students

## Challenges or Next Steps:

- Partner with Lesley University to increase our knowledge base on the impact of trauma on student learning to develop strategies to better support the whole student
- Continue to work collaboratively in grade-level teams and with curriculum specialists to align units of study with MA Curricular Frameworks, with some teams moving on from completed work in Reading to focus on the Writing Standards
- Develop and implement interest based clubs during the school day, including Rock Band, Drama, Chess, Art, Coding, Games.



# Jefferson

## Accomplishments & Highlights:

- Engaged in collaborative inquiry on building-based PD days with a facilitator from Research for Better Teaching; utilized the taught protocols in Professional Learning Communities in between workshops
- Increased opportunities to learn about and appreciate cultural diversity through bulletin board displays, read alouds, and other resources
- Through an FEF grant to support the implementation of the Zones of Regulation lessons in all classrooms, provided each classroom with a toolkit of resources to aid students in implementing the taught SEL skills

## Challenges or Next Steps:

- Continue to provide teachers/staff with training and support in the area of SEL
- Increase the opportunities for students to learn about other cultures; involve more staff in the planning and implementation, and possibly reach out to the community



# Helen Keller

## Accomplishments & Highlights:

- STRIVE teachers, SLP, and OT, adapted social-emotional learning curriculum to allow all students to acquire the same basic knowledge and vocabulary as their peers
- Administrators and staff consulted with Dr. Craig Murphy to develop and monitor a Behavioral-Emotional Support Team (BEST)
- Further developed high-impact collaborative teams which focused on improved instructional strategies and opportunities for personalized learning across all content areas

## Challenges or Next Steps:

- Limited attendance at social-emotional learning parent engagement opportunities such as morning coffee and evening session (Include students in these events as co-teachers)
- Continue to develop Keller's Parent Learning Site and increase awareness and usage of this resource (Utilize our redeveloped Back to School Night for this work)



# John F. Kennedy

## Accomplishments & Highlights:

- Piloted a four week before/after school enrichment program for students. Collaborated with Lifelong Learning which was instrumental in the success of program. Sessions included: Basketball, Coding, Cupcake Decorating, Morning Movement, Paint Your Pet, Yoga.
- Implemented professional development opportunities for teachers focused on differentiated learning:
  - ~Reading Strategies book review with Literacy Specialist
  - ~Differentiated math workshop model with strategies for personalizing learning
  - ~Depth of Knowledge: Increase rigor, complexities and cognitive demands.

## Challenges or Next Steps:

- Plan to develop an eight week before/after school enrichment program in collaboration with Lifelong Learning. Community members have expressed interest in offering classes specifically around technology.
- Learn more about personalized learning to support the needs and interests of all learners.
- Foster cultural awareness and build on the knowledge that students bring into classrooms which is shaped by their family, community, and cultural histories through work with the Core Values Committee and All School Meetings.



# Oak Street

## Accomplishments & Highlights:

- Completed assessment of REACH with educators K-12 using a program guide provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Implemented a new social-emotional curriculum for REACH students based on the program assessment (Lion's Quest)
- Engaged all stakeholders in building a collaborative culture with a focus on inclusive practices

## Challenges or Next Steps:

- Expand building based professional development for teachers and workshops for families to strengthen partnerships between home and school
- Send a building based team to William James College (participate in year long course work on school climate and culture, develop/facilitate learning with teachers, staff and families school and district-wide)
- Create a greater understanding of the connection between SEL and academic achievement



# Parmenter

## Accomplishments & Highlights:

- Revised standards-based units following the UbD (Understanding by Design) approach (each team has developed 4 new/revised units using this approach)
- Newly designed and implemented SEL block (once a month for each student) - to include mindful movements, self-regulation strategies, and unstructured arts time
- Developed and implemented collaborative staff development opportunities where expertise was shared within the building to meet individual learning needs of professionals.

## Challenges or Next Steps:

- Each team will develop at least 2-3 new units during the 2017-2018 school year.
- Develop the SEL block to determine ways to implement strategies within the classroom. Partner with outside agencies and Lesley University to increase our knowledge and practice on the impact of trauma on student learning.



**Questions?**