

Franklin Public Schools District and School Improvement Plans Strategic Initiatives 2021-2022

School Committee Meeting September 14, 2021

Strategic Objectives



I. Social-Emotional Well-being of Students and Staff

To help students develop connections to school, support positive behaviors, and increase academic achievement, the Franklin Public Schools will enhance programs and practices, while promoting the well-being of staff, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.

II. Engaging and Rigorous Curriculum

To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college, career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.

III. High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner

To ensure that each student is supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

IV. Effective Two-Way Communication to Support Student Learning

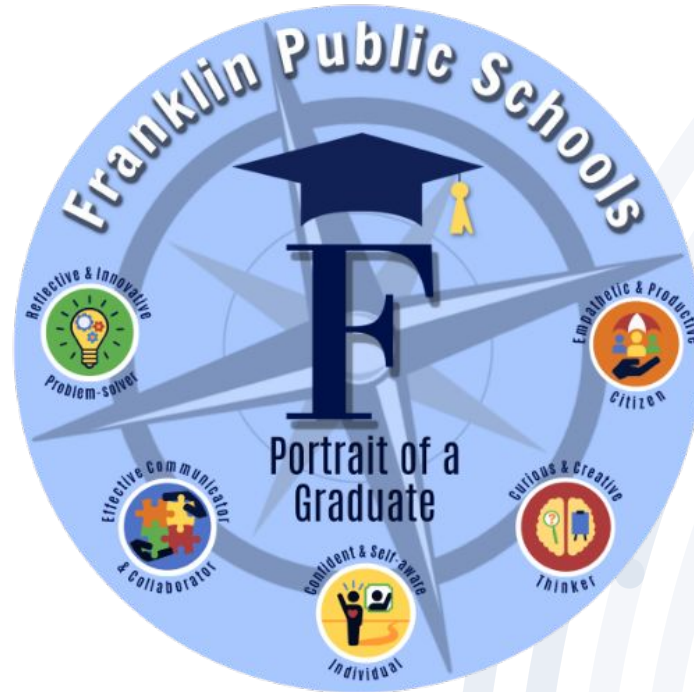
To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

“ 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.”



Franklin Public Schools

Portrait of A Graduate



Social-Emotional Well-Being of Students and Staff

Strategic Initiatives 2021-2022

- Continued implementation of recommendations from Counseling Review
 - PD for counseling staff; meeting efficiencies; community partnerships; counselors/interns
- Implementation of strategies to improve staff professional well-being
 - Focus Areas: Professional Development and Communication
- Continued implementation of SEL based committees: Substance Abuse Taskforce (SATF) and Student Wellness Advisory Council (SWAC)
- Affirm diversity within the school community, promote equity and accountability, foster a safe and inclusive environment
 - Build awareness of holidays and recognitions; provide Professional Development and guidance; Restorative and Accountable practices; conduct Equity Audit

Engaging and Rigorous Curriculum

Strategic Initiatives 2021-2022

- Revise and develop guaranteed and viable curriculum units aligned to Franklin's *Portrait of a Graduate*
- Formalize curriculum planning using a backwards design approach
 - Big Ideas, Enduring Understandings, Essential Questions based on relevant content standards and desired knowledge and skills
 - Include SEL and DEI principles in curriculum units
- Audit ELA curriculum and develop curriculum plan (all levels)
- Support social studies curriculum implementation at all levels, and especially grade 8 Civics and areas of new/moved standards (all levels)
- Develop and implement formal 6-year curriculum review cycle/process

The background of the slide features a series of concentric blue circles of varying shades, creating a ripple effect. Small blue dots are scattered across the circles, adding a textured, digital feel to the design.

**High-Quality Instruction
to meet the SEL and
Academic Needs of
Each Learner**

Strategic Initiatives 2021-2022

- Formalize Multi-tiered Systems of Support across all levels for both academic and SEL instruction
 - Screening, instruction including learning acceleration, and progress monitoring
- Develop multi-year plans for interventions and enrichment with a focus on learning acceleration after school closure and remote/hybrid learning
- Provide support to educators in incorporating culturally responsive instructional strategies
- Continue to strengthen Digital Learning through implementation of the Digital Learning Plan

Effective Two-Way Communication



Strategic Initiatives 2021-2022

- Work with School Committee and community on Strategy for District Improvement 2022-2025
- Continue to expand Human Resources communication to enhance recruitment and employee services
 - Focus area - efforts to expand diversity of faculty/staff: DESE sponsored Professional Learning Community on Diversifying Educator Workforce; MA Partnership for Diversity in Education; PD for administrators/hiring managers
- Strengthen and grow community partnerships
- Begin and communicate Master Facilities Plan process
- Communicate long-term budget forecast with Franklin community
- Expand two-way communication with faculty/staff

Level and School Improvement Focus Areas

ECDC

- ***Social Emotional Learning:*** Increase capacity to administer, analyze and report on each student's SEL skills using the eDECA-P2.
- ***Core Values/Mission:*** Increase use of and references to our ECDC Core Values and Mission Statement demonstrating the common foundation of all our initiatives
- Implement **“1000 Books Before Kindergarten”** program at ECDC to promote the importance of reading to young children for both cognitive, literacy development and critical parent and child bonding

Elementary Level Specifics

- Illustrative Math
- MTSS - Tiered Level of Instruction
 - Assessment Tools: DESSA, MAP
 - Targeted instruction: Curriculum Specialists & Instructional Interventions
- Exploration Blocks (Grades 3-5)
- Expansion of Culturally Proficient Practices

Jefferson Elementary School

- Review and revisit the school's mission and vision statements, and core values
- Leverage the schedule to implement common grade-level math blocks and Intervention/Correction/Enrichment blocks
- Use available staff meeting and PD time for team building, staff self-care, and continued work on supporting students with autism, anxiety, and trauma histories
- Continue work in the area of cultural proficiency and dedicate time to reviewing curriculum materials, anchor texts, etc.

Keller Elementary School

- Illuminate our collective strengths and grow the most effective components of culture and communication
- Honor the complexity of the work that lies ahead. Allow all voices to be heard as we navigate something new.
- Leverage the Instructional Leadership Team to drive and sustain the implementation of a multi-tiered system of support to meet the needs of all learners.

Kennedy Elementary School

Curriculum, Data & Culture

- Continue the implementation of our newly developed Core Values and provide opportunities throughout the school year for students and staff to highlight each value
- Redefine and expand internal communications with staff
 - Grade Level Rep/Teacher Leader Meetings with a focus area on shaping our school communication, collaboration, and connections
- Establish and promote positive and productive community partnerships that elevate our school community.

Oak Street Elementary School

- Provide equitable access to grade-level content for all students
- Strengthen Tier I SEL Instruction
- Revisit Instructional practices - Cycles of Teaching & Learning
- Expand parent communication & supports

Parmenter Elementary School

- Continue & expand Student Mentor program for students of color
- Increase rigor and integrated disciplines through revised ELA UbD units of study - including integration of SEL themes & culturally responsive practices
- Develop detailed and strategic plan to identify (through MAP, DESSA, and other essential assessments) student strengths and needs and determine appropriate targeted instruction for all students

Middle School Level Specifics

- Portrait of a Graduate into middle school curriculum and instruction
- Peer Leader Program through A World of Difference™
 - Affinity Group opportunities for students
- Advisory program
- MTSS - Tiered Level of Instruction
 - Assessment Tools: MAP, explore SEL
 - Targeted instruction: Curriculum Specialists & Instructional Interventions
- Equitable Grading
- Restorative and Accountable Practices

Annie Sullivan Middle School

- Expand the multi-tiered system of support to better identify trends and meet the academic, behavioral, and social emotional needs of students
 - Team meeting agendas
 - Counselor meeting focus
 - Data collection and next steps
- Encourage teachers to explore equitable grading practices
 - Provide research
 - Team meeting time used to discuss
 - Department focus

Horace Mann Middle School

- Continue to build high-functioning leadership teams within our school through ongoing observation, reflection and professional discourse
- Establish opportunities to receive feedback and engage in dialogue with students, staff, families in our school community through methods such as surveys and focus groups.
- Maintain and expand regular, effective communication practices
 - Monthly newsletters to the school community
 - School Council Meetings to focus on school culture and school goals
 - Building Horace Mann Middle School's online and social media platform
 - Build PCC participation throughout the year to support HMMS initiatives

Remington Middle School

- New Administrative Team Entry Plan Goals:
 - Forge trusting relationships with faculty, staff, administration, students, and community
 - Develop an understanding of our strengths and areas of growth from an instructional, social-emotional, curricular, technological, and cultural perspective
 - Build distributive leadership teams to facilitate continued growth in our strengths and directly address our areas of growth

Franklin High School

Social-Emotional Well-Being of Student & Staff

- Thoughtful planning and acknowledgement of what we can get accomplished at a high level

Engaging and Rigorous Curriculum

- Creating & Sharing a Guaranteed and Viable Curriculum
- Incorporating SEL, DEI, and POG skills into our lessons and units
- Strengthening our course partners to support the work of both challenging and supporting our students
- Improving overall student performance

Thank you!
Comments/Questions