

Franklin Public Schools

District Improvement Plan



2010 - 2012



Kristen Dumas

∞ Vision Statement ∞

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

∞ Mission Statement ∞

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

∞ Core Values ∞

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

Franklin Public Schools District Improvement Plan 2010-2012

Introduction

Strategic Plan

On August 11, 2009 the School Committee of the Franklin Public Schools adopted a five year Strategic Plan. The Strategic Plan allows the district to respond to emerging trends, events, challenges and opportunities within the framework of the district's vision, mission and core values. The plan is reflective of a comprehensive and inclusive effort to seek feedback and information from the community on its' expectations and goals for all the students in the school district.

Vision

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfactions in life as productive global citizens.

Mission

The Franklin Public Schools in collaboration with the community will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

District Improvement Plan

The District Improvement (DIP) is developed through a comprehensive review of student data and aligns with the Strategic Plan. The DIP and School Improvement Plans (SIP) articulate the goals and strategies that inform the educational program for all students.

Purpose

The Franklin Public Schools District Improvement Plan (DIP) will:

- Guide and direct continuous improvement in the educational program
- Articulate accountability for increases in student achievement
- Promote participation and collaboration with parents, staff and community
- Delineate district priorities and inform educational decision making

STRATEGIC PLAN CORE VALUE: Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Target: Literacy Instruction **GOAL STATEMENT: Students K-12 will read widely, think critically and strategically, and communicate effectively through a balanced approach to teaching literacy in all curriculum areas.**

Root Cause	Student Learning Objectives	Strategies	Resources	Data Sources/Indicators of Implementation	Specific Timeline	Persons Responsible
<p>MCAS ELA data identifies a plateau in achievement.</p> <p>Need for consistent expectations and instructional practices in the teaching and assessment of writing skills</p>	<p>Students will demonstrate/apply use of effective reading and writing strategies across grade level content areas.</p> <p>Students will engage in purposeful reading, writing and listening experiences in all content areas.</p> <p>Students will participate in critical and creative discussions around shared texts across grade level content areas.</p> <p>Students will demonstrate progress in reading and writing through a variety of assessment tools that reflect a range of instructional strategies.</p> <p>Students will demonstrate mastery of grade level benchmark writing skills</p>	<p>Focused professional development (comprehension strategies, vocabulary development, writing, reading, rubrics)</p> <p>Evaluate PD activities & monitor goal activities</p> <p>Review of district, school, and student data; Compare achievement data with student growth percentile (SGP)</p> <p>Establish data baselines</p> <p>Learning walks & observations</p> <p>Grade level and building meetings on student progress and sharing instructional strategies</p> <p>Structuring classroom routines & environment to maximize purposeful literacy instruction</p> <p>Small group & individual student conferencing</p> <p>Modeling of grade level writing expectations</p> <p>Implement Writers Workshop</p> <p>Develop K-12 guidelines for instructional writing genres</p> <p>Develop K-12 writing rubrics</p>	<p>FHS Writing Center</p> <p>K-12 Writing Benchmarks</p> <p>Special Educators</p> <p>LLC</p> <p>Teachers for Teachers consultants</p> <p>Keys to Literacy consultants</p> <p>Content area specialists</p> <p>K-8 Literacy Coaches (aka Reading Specialists)</p> <p>District PD Program</p> <p>Building Principals</p> <p>Central Office</p> <p>Instructional Support Teams (RtI, BBST)</p> <p>Data Warehouse (DW)</p> <p>District Data Team (DDT)</p> <p>Grade level teams & Departments</p> <p>Lab classroom teachers</p>	<p>K-5 Universal assessments (DRA2, GRADE, Harcourt)</p> <p>K-12 progress reports and report cards</p> <p>District writing prompts</p> <p>Special Ed. Assessment Tools</p> <p>Data Warehouse – Local data & MCAS</p> <p>IST data</p> <p>LLC evaluations</p> <p>PD evaluations & surveys</p> <p>Teacher observations & evaluations</p> <p>Walk through data</p> <p>Lesson plans</p> <p>Student feedback & periodic & informal surveys</p> <p>Student work samples</p> <p>K-5 Student conferencing notes/MS Student-led conferences</p> <p>Peer Coaching feedback</p> <p>A-team discussions on writing expectations</p> <p>K-12 writing rubrics</p> <p>Grade level writing portfolio checklist (genres)</p>	<p>Sept/Oct-Jan-May</p> <p>October - June</p> <p>K-8 Oct-Jan-Mar</p> <p>On-going & as mandated by time</p> <p>On-going</p> <p>Monthly as per building schedule</p> <p>Mid and end of year</p> <p>Aug – April & end of year</p> <p>As per FEA contract</p> <p>On-going</p> <p>On-going</p> <p>Dept/grade level mtgs</p> <p>Dec-Mar-June</p> <p>On-going</p> <p>Sept. – June</p> <p>June 2011</p> <p>June 2012</p>	<p>Building Principals</p> <p>Classroom teachers</p> <p>Literacy Coaches (Reading Specialists)</p> <p>Content area specialists</p> <p>Special Educators</p> <p>Central Office Administrators</p> <p>Instructional Support Teams</p> <p>Literacy consultants & professional development providers</p> <p>District Leadership Team</p>

STRATEGIC PLAN CORE VALUE: Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Target: Analysis & Utilization of Data	GOAL STATEMENT: All Franklin teachers will analyze a variety of data to identify student strengths and areas of concern and will use the data to inform instruction, increase student achievement and narrow performance gaps.					
Root Cause	Learning Objectives	Strategies/Action Steps	Resources	Data Sources/Indicators of Implementation	Specific Timeline	Persons Responsible
<p>MCAS data continues to identify subgroups at lower levels of performance than their aggregate peers.</p>	<p>A District Data Team comprised of administrators, specialists and teachers will be maintained.</p> <p>Teachers will actively participate in training to effectively use Data Warehouse and other data sources.</p> <p>Teachers will collaborate to analyze student data (student work, building & district assessments, MCAS, etc.) to identify general instructional areas of strength and of concern.</p> <p>Teachers will collaborate to analyze student data to identify instructional strategies that meet the needs of a wide range of learners (at risk, disabled, and average, accelerated).</p>	<p>Appoint DDT membership</p> <p>Data Warehouse training</p> <p>Upload local data to Data Warehouse</p> <p>PD in analyzing student data and work samples</p> <p>Align instructional strategies with student learning styles (MS co-teaching model)</p> <p>Identify transition data (among buildings & grade levels)</p> <p>Develop district assessment schedule (common assessments & administration timeline)</p> <p>Grade level and dept meetings</p> <p>Common planning time</p> <p>MS Team meetings</p> <p>IST meetings</p> <p>K-12 general/SpEd math co-teaching</p>	<p>District Data Team</p> <p>Accept Collaborative</p> <p>Data Warehouse – MCAS & SGP data</p> <p>Technology dept.</p> <p>PD Program (in house and out of district resources)</p> <p>Teacher Leaders (Math CET's, Literacy Coaches, dept heads, etc.)</p> <p>Building principals</p> <p>Central Office personnel</p> <p>District data (literacy, math, common curriculum assessments, MCAS, SIMS, etc.)</p> <p>Math Co-teaching teams (MS)</p> <p>Math consultant</p>	<p>DDT membership list, meeting schedule & minutes</p> <p>School/student/sub-group reports</p> <p>Records of support requests, training, etc</p> <p>PD website offerings</p> <p>Dept/grade level agendas & minutes</p> <p>Teacher professional goals</p> <p>Observations & walk throughs</p> <p>School/district data uploaded to local Data Warehouse</p> <p>IST agenda items, minutes</p> <p>Written feedback/notes on consultations with content specialists (Literacy coaches, math CET's, etc)</p> <p>Principal report on progress</p>	<p>Sept'10 – June'11</p> <p>Fall 2010 and on-going</p> <p>Fall 2010 and on-going</p> <p>2010-11</p> <p>Sept - May</p> <p>Yearly</p> <p>Ongoing</p> <p>October - June</p> <p>September 2010 and on-going</p> <p>Sept – June</p> <p>Monthly @ A-Team meetings</p>	<p>Building Principals</p> <p>Classroom teachers</p> <p>Literacy Coaches (Reading Specialists)</p> <p>Content area specialists</p> <p>Special Educators</p> <p>Central Office Administrators</p> <p>Instructional Support Teams</p> <p>Literacy consultants & professional development providers</p> <p>District Data Team</p> <p>Math Consultant</p> <p>Technology dept.</p>

STRATEGIC PLAN CORE VALUE: Social / Civic Expectations

All students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

Target: Social & Civic Competency **GOAL STATEMENT: Using data and best practice, the school community will engage in an inclusive and collaboration process to implement programs that articulate the core values and expectations for learning.**

Root Cause	Learning Objectives	Strategies/Action Steps	Resources	Data Sources/Indicators of Implementation	Specific Timeline	Persons Responsible
Lack of opportunity for students to engage in activities that develop citizenship and development of social skills.	Students will engage in a variety of curricular and extra-curricular activities that develop leadership skills, problem solving skills and the ability to collaborate as a team member	<p>Research social competency programs</p> <p>Grades 6-12 will offer a range of extra-curricular activities to meet needs of diverse student population</p> <p>Monitor student enrollment in activities</p> <p>Curricular offerings K-12 will meet diverse learning needs of students and facilitate the development of skills to enable students to understand their role as citizens and members of a community</p>	<p>Open Circle K-5</p> <p>Health/ PE Program</p> <p>Ready Set Kindergarten</p> <p>Advisor/Advisee 6-8</p> <p>Peer Mentor 9-12</p> <p>District Budget for extra-curricular activities & clubs</p> <p>Administration Principals</p> <p>Teachers</p> <p>Curricular specialists (Content and Unified Arts Specialists such as music art etc.)</p>	<p>Student enrollment in activities</p> <p>District funded stipends for extra-curricular programs</p> <ul style="list-style-type: none"> • Pre AP Program • Acceleration Policies • FHS Program of Studies • Instructional Support Teams/ K-12 • Freshman Collaborative • Franklin Arts Academy • FHS Experience • Rachel's Challenge FHS • School wide program and celebrations (September 11 Commemoration, Constitution Day, Veteran's Day, Memorial day, Flag Day) 	<p>September to May 2010-2016</p> <p>September to May 2010-2011</p> <p>Academic year 2010-2011</p> <p>September-June 2011 and ongoing</p> <p>Ongoing</p>	<p>Principals, Teachers, K-12 Health/PE</p> <p>Classroom teachers</p> <p>Principals/Assistant Principals</p> <p>Director of Instructional Services</p> <p>K-12 PE-Health-Wellness Coordinator/Staff</p> <p>School Counselors/Psychologists</p> <p>Administration, teachers and curricular specialists</p>
New MA Bullying Prevention Law requires schools to develop and document a plan which includes age-appropriate instruction on bullying prevention for students in each grade. This curriculum needs to be evidenced-based and must be incorporated into the curriculum of the school or district.	As part of the Health-Wellness Curriculum, students K-12 will participate in age-appropriate instruction on bullying prevention. This information will also be made available to parents/guardians.	<p>Develop K-5 Health/PE Wellness Program</p> <p>Revise Open Circle Curriculum to include anti-bullying component</p> <p>Update and/or develop School Committee Policies</p> <p>Develop and implement K-12 evidenced-based, bullying prevention curriculum</p> <p>Monitor incident reports</p> <p>Develop District Bullying Prevention Plan</p>	<p>Open Circle Curriculum K-5</p> <p>MARC and DESE publications and advisories</p> <p>Bullying Prevention Task Force/resources</p> <p>School Resource Officers</p> <p>School Counselors, Psychologists</p> <p>PE/Health-Wellness Teachers</p> <p>School-wide rubrics (FHS)</p> <p>K-12 Health/PE/Wellness Coordinator</p> <p>District Leadership Team</p>	<p>K-12 Health-Wellness Curriculum</p> <p>District Bullying Prevention Plan</p> <p>Applicable School Committee Policies</p> <p>School and District wide data</p> <p>Incident reports</p>		<p>Principals, Teachers, K-12 Health/PE</p> <p>Classroom teachers</p> <p>Principals/Assistant Principals</p> <p>Director of Instructional Services</p> <p>K-12 PE-Health-Wellness Coordinator/Staff</p> <p>School Counselors/Psychologists</p> <p>School secretaries</p>

STRATEGIC PLAN CORE VALUE: School Climate

Through our words and our actions we create a culture of civility, thoughtfulness, appreciation and approachability.

Target: Safe Learning Environment **GOAL STATEMENT: The school community will build a safe, positive, respectful and supportive climate that fosters student responsibility for learning and high expectations for achievement.**

Root Cause	Learning Objectives	Strategies/Action Steps	Resources	Data Sources/Indicators of Implementation	Specific Timeline	Persons Responsible
School/district plans and policies need to be consistent and updated.	Administration will establish policies and procedures that ensure all schools are safe	Review of handbooks to include changes required by DESE Corrective Action Plan (ELL, Civil Rights)	Legal consultation School Committee Policy Sub Committee	Publication of handbooks	August 2010 and Ongoing	Superintendent, Assistant Superintendent, Principals
		Review and update Emergency Plans to include new principals, contact information and other needed updates	Consultation with Franklin Police	Data Logs Emergency Drills (Fire, Crisis)	August-September 2010	Administrators
New MA Bullying Prevention Law requires schools to amend school handbooks to include an age-appropriate summary of their new Bullying Prevention and Intervention Plan.	Principals will update school handbooks to include language consistent with the Bullying Prevention Law.	Principals will participate in MARC/DESE training Draft language will be developed by principals for inclusion in handbooks, to be presented to the School Committee	Legal consultation MARC/DESE training materials	Inclusion of Bullying Prevention in handbooks Incident reports	August 2010	Principals Assistant Principals Superintendent Assistant Superintendent
New MA Bullying Prevention requires schools to implement for all school staff professional development that includes developmentally appropriate strategies for bullying prevention and intervention.	Principals and Central Office Administration will develop a training module for all staff to be implemented in the 2010-11 school year.	Principals and other administrators will participate in the MARC/DESE training Principals and Central Office Administration will develop a Bullying Prevention PowerPoint Presentation to provide a cost-effective, on-line training module to describe strategies for prevention and intervention as well as district policies and practices.	MARC/DESE training materials and guidance Legal consultations	Copy of PowerPoint, staff sign in logs indicating participation and receipt of handouts	Fall 2010	Assistant Superintendent Superintendent Director of Instructional Services Principals Assistant Principals

STRATEGIC PLAN CORE VALUE: School / Community Relationships

An active commitment among families, community and schools is vital to student learning

Target: Community Partnerships	GOAL STATEMENT: The administration and professional staff will create and engage in community partnerships that will provide opportunities to increase student achievement and for students to achieve learning expectations.					
Root Cause	Learning Objectives	Strategies/Action Steps	Resources	Data Sources/Indicators of Implementation	Specific Timeline	Persons Responsible
Achievement of 21 st Century learning expectations requires effective collaboration between all stakeholders	District and School Administration will develop positive parent, community business and higher education partnerships to support student learning	Community Health Council (CHC) Teen Angels Dean College Partnerships Healthy Futures Initiative MASS in Motion grant /YMCA	Administration, Teachers Administration MS/HS Community Leaders FHS Administration Dean College/FHS Collaboration Team Administration & YMCA Staff	MetroWest Student Health Data YMCA Healthy Futures survey Programmatic options for students/ FAA program	September 2010 to May 2011 September 2010- June 2011	Central Office Administration Principals CO Administration, FHS principal and FHS Guidance Dept.

STRATEGIC PLAN CORE VALUE: Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

Target: Budget & Program Support	GOAL STATEMENT: The community will collaborate to provide the financial resources to support the educational program.					
Root Cause	Learning Objectives	Strategies/Action Steps	Resources	Data Sources/Indicators of Implementation	Specific Timeline	Persons Responsible
In order to increase student achievement, educational programs require adequate financial support.	Administrators will collaborate with School Committee to develop and implement a budget The FPS Administration will collaborate with town and community to address FHS facility needs	Budget Process Lifelong Learning Program Collaborate with KGCV Architectural firm and SC to establish a vision and design plan for FHS renovation	Financial Planning Committee, Budget Sub Committee Building Committee Meetings Scholarships FHS Building Committee	Data Analysis Enrollment Analysis Student Achievement data Disseminate info and data as generated by the School Building Committee Design of plan based on Feasibility Study	2010-2011 2010-2011 2010-2011	CO Administration Principals Superintendent FHS Principal Administration SC, FHS and CO administration

District Improvement Plan
Compliance and Accountability

Oversight of progress relative to the goals and objectives delineated in the District Improvement Plan will be monitored as follows:

- Progress updates within individual schools will be shared by school principals with colleagues and central office administrators at monthly Administrative Team meetings
- Written checklists indicating progress will be provided by principals to central office administrators two times per year (December and May)
- Progress updates will be provided to the School Committee at midyear (January) and at the end of the school year (June)
- Based upon progress in Year One, the District Improvement Plan will be updated to reflect revised goals and objectives for Year Two and Three of implementation and subsequent years of the plan.
- Student achievement data reviewed continuously.

District Improvement Plan Implementation Checklist

School: _____

December Report: _____

May Report: _____

STRATEGIC PLAN CORE VALUE: Student Achievement
All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Target: Literacy Instruction	GOAL STATEMENT: Students K-12 will read widely, think critically and strategically, and communicate effectively through a balanced approach to teaching literacy in all curriculum areas.
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Root Cause	Student Learning Objectives	Strategies	Not Implemented	Partially Implemented	Fully Implemented	
<p>MCAS ELA data identifies a plateau in achievement.</p> <p>Need for consistent expectations and instructional practices in the teaching and assessment of writing skills</p>	<p>Students will demonstrate/apply use of effective reading and writing strategies across grade level content areas.</p>	Learning walks & observations				
		Focused professional development				
		Evaluate PD activities & monitor goal activities				
	<p>Students will engage in purposeful reading, writing and listening experiences in all content areas.</p> <p>Students will participate in critical and creative discussions around shared texts across grade level content areas.</p> <p>Students will demonstrate progress in reading and writing through a variety of assessment tools that reflect a range of instructional strategies.</p> <p>Students will demonstrate mastery of grade level benchmark writing skills</p>	<p>Review of district, school, and student data; Compare achievement data with student growth percentile (SGP)</p> <p>Establish building data baselines</p> <p>Grade level and building meetings on student progress and sharing instructional strategies</p> <p>Structuring classroom routines & environment to maximize purposeful literacy instruction</p> <p>Small group & individual student conferencing</p> <p>Modeling of grade level writing expectations</p> <p>Implement Writers Workshop</p> <p>Develop K-12 guidelines for instructional writing genres</p> <p>Develop K-12 writing rubrics</p>				

Data Sources/Indicators of Implementation
 K-5 Universal assessments (DRA2, GRADE, Harcourt), K-12 progress reports and report cards, District writing prompts, Special Ed. Assessment Tools, Data Warehouse – Local data & MCAS, IST data , LLC evaluations , PD evaluations & surveys, Teacher observations & evaluations, Walk through data, Lesson plans, Student feedback & periodic & informal surveys, Student work samples, K-5 Student conferencing notes/MS Student-led conferences, Peer Coaching feedback, A-team discussions on writing expectations, K-12 writing rubrics, Grade level writing portfolio checklist (genres)

STRATEGIC PLAN CORE VALUE: Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Target: Analysis & Utilization of Data **GOAL STATEMENT: All Franklin teachers will analyze a variety of data to identify student strengths and areas of concern and will use the data to inform instruction, increase student achievement and narrow performance gaps.**

Root Cause	Outcomes	Strategies	Not Implemented	Partially Implemented	Fully Implemented
MCAS data continues to identify subgroups at lower levels of performance than their aggregate peers.	<p>A District Data Team comprised of administrators, specialists and teachers will be maintained.</p> <p>Teachers will actively participate in training to effectively use Data Warehouse and other data sources.</p> <p>Teachers will collaborate to analyze student data (student work, building & district assessments, MCAS, etc.) to identify general instructional areas of strength and of concern.</p> <p>Teachers will collaborate to analyze student data to identify instructional strategies that meet the needs of a wide range of learners (at risk, disabled, and average, accelerated).</p>	Appoint/update DDT membership			
		Data Warehouse training			
		Upload local data to Data Warehouse			
		PD in analyzing student data and work samples			
		Align instructional strategies with student learning styles (MS co-teaching model)			
		Identify transition data (among buildings & grade levels)			
		Develop district assessment schedule (common assessments & administration timeline)			
		Grade level and dept meetings			
		Common planning time			
		MS Team meetings			
		IST meetings			
		K-12 general/Special Ed math co-teaching			

Data Sources/Indicators of Implementation

DDT membership list, meeting schedule & minutes, School/student/sub-group reports, Records of support requests, training, etc, PD website offerings, Dept/grade level agendas & minutes, Teacher professional goals, Observations & walk throughs, School/district data uploaded to local Data Warehouse, IST agenda items, minutes, Written feedback/notes on consultations with content specialists (Literacy coaches, math CET's, etc), Principal report on progress, conferencing notes/MS Student-led conferences, Peer Coaching feedback, A-team discussions on writing expectations, K-12 writing rubrics, Grade level writing portfolio checklist (genres)

STRATEGIC PLAN CORE VALUE: Social / Civic Expectations

All students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

Target: Social & Civic competency

GOAL STATEMENT: Using data and best practice, the school community will engage in an inclusive and collaboration process to implement programs that articulate the core values and expectations for learning.

Root Cause	Student Learning Objectives	Strategies	Not Implemented	Partially Implemented	Fully Implemented
<p>Lack of opportunity for students to engage in activities that develop citizenship and development of social skills.</p> <p>New MA Bullying Prevention Law requires schools to develop and document a plan which includes age-appropriate instruction on bullying prevention for students in each grade. This curriculum needs to be evidenced-based and must be incorporated into the curriculum of the school or district.</p>	<p>Students will engage in a variety of curricular and extra-curricular activities that develop leadership skills, problem solving skills and the ability to collaborate as a team member</p> <p>As part of the Health-Wellness Curriculum, students K-12 will participate in age-appropriate instruction on bullying prevention. This information will also be made available to parents/guardians.</p>	Research social competency programs			
		Grades 6-12 will offer a range of extra-curricular activities to meet needs of diverse student population			
		Monitor student enrollment in activities			
		Curricular offerings K-12 will meet diverse learning needs of students			
		Develop K-5 Health/PE Wellness Program			
		Revise Open Circle Curriculum to include anti-bullying component			
		Update and/or develop School Committee Policies			
		Develop and implement K-12 evidenced-based, bullying prevention curriculum			
		Monitor incident reports			
Develop District Bullying Prevention Plan					

Data Sources/Indicators of Implementation

Student enrollment in activities, District funded stipends for extra-curricular programs (Pre AP Program, Acceleration Policies, FHS Program of Studies, Instructional Support Teams/ K-12, Freshman Collaborative, Franklin Arts Academy, FHS Experience, Rachel’s Challenge FHS), K-12 Health-Wellness Curriculum, District Bullying Prevention Plan, Applicable School Committee Policies, School and District wide data, Incident reports

STRATEGIC PLAN CORE VALUE: School Climate

Through our words and our actions we create a culture of civility, thoughtfulness, appreciation and approachability.

Target: Safe Learning Environment

GOAL STATEMENT: The school community will build a safe, positive, respectful and supportive climate that fosters student responsibility for learning and high expectations for achievement.

Root Cause	Outcomes	Strategies	Not Implemented	Partially Implemented	Fully Implemented
School/district plans and policies need to be consistent and updated.	Administration will establish policies and procedures that ensure all schools are safe	Review of handbooks to include changes required by DESE Corrective Action Plan (ELL, Civil Rights)			
New MA Bullying Prevention Law requires schools to amend school handbooks to include an age-appropriate summary of their new Bullying Prevention and Intervention Plan.	Principals will update school handbooks to include language consistent with the Bullying Prevention Law.	Review and update Emergency Plans to include new principals, contact information and other needed updates			
New MA Bullying Prevention requires schools to implement for all school staff professional development that includes developmentally appropriate strategies for bullying prevention and intervention..	Principals and Central Office Administration will develop a training module for all staff to be implemented in the 2010-11 school year.	Principals will participate in MARC/DESE training			
		Draft language will be developed by principals for inclusion in handbooks, to be presented to the School Committee			
		Principals and other administrators will participate in the MARC/DESE training			
		Principals and Central Office Administration will develop a Bullying Prevention PowerPoint Presentation to provide a cost-effective, on-line training module to describe strategies for prevention and intervention as well as district policies and practices.			

Data Sources/Indicators of Implementation

Publication of handbooks, Data Logs, Emergency Drills (Fire, Crisis), Inclusion of Bullying Prevention in handbooks, Incident reports, Copy of PowerPoint, staff sign in logs indicating participation and receipt of handouts

STRATEGIC PLAN CORE VALUE: School / Community Relationships

An active commitment among families, community and schools is vital to student learning.

Target: Community Partnerships

GOAL STATEMENT: The administration and professional staff will create and engage in community partnerships that will provide opportunities to increase student achievement and for students to achieve learning expectations.

Root Cause	Outcomes	Strategies	Not Implemented	Partially Implemented	Fully Implemented
Achievement of 21 st Century learning expectations requires effective collaboration between all stakeholders	District and School Administration will develop positive parent, community business and higher education partnerships to support student learning	Community Health Council (CHC)			
		Teen Angels			
		Dean College Partnerships			
		Healthy Futures Initiative			
		MASS in Motion grant /YMCA			

Data Sources/Indicators of Implementation

Metro West Student Health Data, YMCA Healthy Futures survey, Programmatic options for students/ FAA program

STRATEGIC PLAN CORE VALUE: Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

Target: Budget & Program Support

GOAL STATEMENT: The community will collaborate to provide the financial resources to support the educational program.

Root Cause	Outcomes	Strategies	Not Implemented	Partially Implemented	Fully Implemented
In order to increase student achievement, educational programs require adequate financial support.	Administrators will collaborate with School Committee to develop and implement a budget	Budget Process			
		Lifelong Learning Program			
	The FPS Administration will collaborate with town and community to address FHS facility needs	Collaborate with KGCV Architectural firm and SC to establish a vision and design plan for FHS renovation			

Data Sources/Indicators of Implementation

Data Analysis, Enrollment Analysis, Student Achievement data, Disseminate info and data as generated by the School Building Committee, Design of plan based on Feasibility Study

Franklin Public Schools Observation Checklist

Evidence of:

- ___ Logical sequence of lesson within the unit of study
 - ___ Student use of previously learned knowledge during lesson activities
 - ___ Visible and shared lesson goals, objective(s) and day's agenda
 - ___ Connections between this class to previous lesson & student work
 - ___ Essential concepts being taught that are aligned with district curricula and state Frameworks
 - ___ Logical sequence of activities, including lesson introduction, summary of learning and organized and accessible materials
 - ___ Routines and strategies to manage productive learning (attention, time on task, momentum, transitions, use of space, etc)
 - ___ Effective relationships with students
- High levels of cognitive demand (Bloom's Taxonomy) in teaching lesson concepts
- ___ Levels 1-2 (Remembering & Understanding)
 - ___ Levels 3-4 (Applying & Analyzing)
 - ___ Levels 5-6 (Evaluating & Creating)

Evidence that:

- ___ Lesson has been designed to meet the needs of students or group of students with special challenges
- ___ Students construct their understanding through discussions and activities
- ___ Lesson activities are designed to help the teacher uncover students' thinking
- ___ Teacher anticipates student responds and areas of difficulty and/or confusion
- ___ Teacher addresses these confusions and investigates how misconceptions might have arisen
- ___ Student learning is formatively assessed and that students are given varied opportunities to share/demonstrate their learning
- ___ Effective and varied pedagogy is used (individual/group work, rationale for decisions, etc.)

Instruction is differentiated

- ___ By content
- ___ By process
- ___ By product

Franklin Public Schools Lesson Plan Protocol

1. Where does this lesson fall in the unit of study? What prior knowledge do students need?
2. What are the goals and the overall objective(s) of the lesson?
 - a. What is the agenda for the class?
 - b. Does the agenda connect this class to previous work?
 - c. What are the concepts being taught?
 - d. How do they relate to the state frameworks?
3. What is the sequence of activities? Include how you will introduce the lesson, how you will summarize the lesson, and what materials you will need.
4. What routines and strategies are used to manage productive learning (attention to task, momentum, use of time and space)?
5. Describe how you will establish or maintain effective relationships with students?
6. Describe the level of cognitive demand in teaching each of the concepts.
7. Describe the students in the class.
 - a. Do any particular students or group of students present special challenges?
 - b. Are there any special circumstances that affect learning?
8. How will students construct their understanding through discussions and activities?
 - a. How will you uncover students' thinking?
 - b. How do you anticipate students will respond?
9. What can you predict students may find difficult? Where do you think misconceptions might arise? How will you address those confusions?
10. How will you assess student learning? What will students say or do to demonstrate their learning?
11. What pedagogy will you employ: individual work, collaborative group work? Why did you choose this format?
12. How will you differentiate instruction?
 - a. By content?
 - b. By process?
 - c. By product?

