

Franklin School Committee
Minutes
September 13, 2016
Municipal Building – Council Chambers

Meetings are recorded by Franklin TV and shown on Comcast Channel 11 and
Verizon Channel 29

Call to order: 7:00 p.m.

Dr. O'Malley

Dr. O'Malley read the District's Vision Statement.

Pledge of Allegiance: James Honekamp, a 5th grade student from Jefferson Elementary School led the Pledge of Allegiance

Attendance: Mrs. Bilello, Mrs. Scofield, Dr. Bergen, Mrs. Douglas, Dr. O'Malley, Ms. Schultz,, Dr. Jewell were present. Also present were Dr. Maureen Sabolinski, Superintendent of Schools; Mr. Peter Light, Assistant Superintendent of Schools; Miriam Goodman, School Business Administrator; Joyce Edwards, Assistant Superintendent for Teaching & Learning; Lisa Trainor, Human Resources Director; Mr. Paul Peri, Principal, Franklin High School; Mr. William Klements, Deputy Principal FHS; Mr. Brian Wildeman, Principal, Remington Middle School; Ms. Danielle Champagne, Assistant Principal, Remington Middle School; Ms. Rebecca Motte, Principal, Horace Mann Middle School; Ms. Beth Wittcoff, Principal, Annie Sullivan Middle School; Ms. Elizabeth Morrison, Assistant Principal, Annie Sullivan Middle School

Moment of Silence:

A moment of silence was observed.

1. Routine Business

- **Citizen's Comments:** None
- **Review of Agenda:** None
- **Minutes:** I recommend approval of the minutes from the August 23, 2016 meeting.

Motion: Mrs. Douglas
Approve: 7

Second: Dr. Jewell
Oppose: 0

- **Payment of Bills** – Dr. O’Malley reviewed the bills and found them to be in order.
- **Payroll** - Mrs. Douglas reviewed the payroll and found it to be in order.
- **FHS Student Representatives** - Alexander Chitarra, Student Government President and Nicolas Gnaman, Class President

Alex Chitarra introduced himself and advised the Committee that he is a senior at Franklin High School, he is a Varsity Soccer Captain and also the President of Student Government. He is excited for a new school year and to close out his years at Franklin on a high note.

Nicolas Gnaman introduced himself to the Committee and advised that he is the Class President of the Class of 2017, he is the Captain of the Track & Field Teams at Franklin High School, he noted that he loves everything FHS has to offer. He gets involved in as much as he can, mock trial, peer mentors, peer leaders, he is also hoping to end the year on a high note.

Alex advised the Committee that there have been a lot of changes in appearance, added a lot of artwork, some new benches to make the school feel more homey, students are reacting positively. He noted that this class is the last class that knew the old school.

Nick advised the Committee that the courtyard is full of life, he noted that the reason why the students feel so comfortable is because of the Freshman High School Experience, he helped out with High School Experience and he noted that there are a lot of eager freshman. Nick advised that the Freshman class elections are coming up this week, the freshman class officers will be announced on Thursday. The representatives will be voted on and announced next week.

Alex advised that there is a first of its kind event next week, it is an Activities fair for all students to attend to see what clubs are offered, there are 53 clubs this year.

Nick advised that Spirit week and Homecoming is coming up. They are hoping to have some floats on the football field this year.

Alex advised that the first TV Announcements of the year start on Thursday. He also noted that sports have started up and so far all teams are doing pretty good.

Nick advised that he was a couple minutes late due to rushing over from a track meet. It went really well, he is proud of his team and he feels that the Franklin High School sports program is amazing.

Ms. Scofield asked where are the schedules for the sports located?

Alex advised that they are on the Franklin School News website in a google calendar that can be downloaded to personal calendars.

- **Correspondence:** None

2. Guests/Presentations:

a. Massachusetts Association of School Committees (MASC) - Superintendent Search - Jim Hardy

Mr. Hardy gave a presentation on how his firm would perform the Superintendent Search.

Ms. Scofield inquired as to the confidentiality, when the applicants become public?

Mr. Hardy advised that if the Committee utilizes a Search Committee, the applicant's stay confidential through that initial process, once the group votes to name finalists they would then be public.

Ms. Douglas inquired as to who would work directly with Franklin from MASC?

Mr. Hardy advised that the primary person would be Dorothy Pressor because geographically it is her district but the Committee can choose anyone.

Ms. Douglas inquired as to Ms. Pressor's qualifications.

Mr. Hardy advised Dorothy is a past President of MASC, she is also the Chair of the Lynnfield School Committee for 12 years.

Ms. Douglas asked about Ms. Pressor's educational credentials.

Mr. Hardy advised that he did not know. He advised that they have all been School Committee members, his background is in Human Resources and that is what a Superintendent Search is.

Ms. Douglas noted that they have not been in the education field.

Mr. Hardy answered no, but he could not speak for Dorothy.

Dr. O'Malley inquired as to whether there are other names in the association that they could choose.

Mr. Hardy notes that the firm works for the Franklin School Committee, so there are several people working on the search.

Dr. O'Malley noted that whoever did the brochures did an excellent job.

Mr. Hardy replied that Jennifer Hand who does their publication did the brochures.

Dr. O'Malley noted that MASC has been in some news with regard to open meeting law and could Mr. Hardy explain?

Mr. Hardy assumes that Dr. O'Malley was talking about Weymouth. It was an issue where a Search Committee only sent one candidate's name forward and Glen Koochi who was the lead consultant on that search, when that happened he contacted the Attorney General's Office and explained what was happening, asked are we okay with that? He was told verbally he was okay. Did he get it in writing, no. When it came down in writing when the complaint was filed, the opinion was different. We move ahead accordingly. We seek counsel of the enforcing agency when at all possible. When there is an open meeting law question, we always call the Attorney General's office. If they have a Code of Ethics question, we call the State Ethics Commission. They are the people who set the rules and who enforce the rules.

Dr. O'Malley asked if Mr. Koochi himself, who is the Director of the agency would come out and do a search?

Mr. Hardy advised that Mr. Koochi has done many searches.

Ms. Schultz had a clarifying question, are you advising that we do have a search committee?

Mr. Hardy advised that the reason you would use a search committee is to expand the number of groups that would have a vested interest in the success of the candidate.

Dr. Jewell inquired as to if there was more than one search, how do you keep searches separate, candidates separate, etc.

Mr. Hardy advised that each search is there own entity. The search and the applicant's application is specific for each district.

Mr. Bilello inquired about elaborating more on the transition once a candidate is selected.

Mr. Hardy advised that they look at the date that the new Superintendent would start, you may wish the successful candidate in the district for an overlap period and that is built into the calendar. A typical contract in Administration allows a 60 day notice if they are leaving, that is also built into the calendar, contract negotiation takes about 2 weeks, that is built into the calendar, at that point you are voting to appoint a new Superintendent in April, maybe earlier, so all of this fits into the timeline. Once the contract is negotiated, the School Committee is free to have the successful candidate work side by side, phone calls, etc. with Dr. Sabolinski.

Dr. Sabolinski advised that she is willing to help in any way.

Dr. Bergen inquired that through all the focus groups, etc. whether MASC would create a report to us and what would that report look like?

Mr. Hardy explained that the report is broken up into three parts, the first part would be the areas that were identified by most of the groups as the key responsibilities of the Superintendent, secondly it is broken down by priorities by stakeholder group, i.e. for the teachers these were the most important items, for the parents, these were the top most important items, etc., the third section is the anomalies, it was a small group that made the comment, no other group identified it but it was important to one group.

Dr. O'Malley inquired as to the expense page where there was an expansive \$8,500 - \$50,000.00?

Mr. Hardy advised that the formal proposal was in the packet.

Ms. Trainor inquired as to the confidentiality of the candidates and how would MASC help 14 people come to consensus on agreement on the finalists?

Mr. Hardy advised that he doesn't vote, that the consultant is there for guidance, keep them moving, etc.

Ms. Trainor inquired as to whether there was a formal process for coming to an agreement on the finalists names.

Mr. Hardy advised that the Search Committee would receive all the applicants, they will narrow the applicants ultimately down to 3. The first process is the application packets are given to the Search Committee, they come together as a group and identify the candidates to be brought in for initial interviews, it is done by consensus.

Ms. Trainor asked if this was the same process for the actual interview process?

Mr. Hardy noted that there is a spreadsheet rubric for every candidate. Mr. Hardy explained several scenarios.

Ms. Trainor asked if MASC ever had a search where there was not a viable candidate at the end?

Mr. Hardy advised that he has never had a search where the search committee failed to send names forward, he has had a search where the School Committee conducted the 3 interviews and decided to go out again to search.

Ms. Trainor inquired as to a guarantee?

Mr. Hardy advised that if the candidate doesn't last 2 years they will do it again for nothing. Mr. Hardy noted that he doesn't consider a search successful unless there is a second contract.

Dr. Jewell advised that usually there is a 3 year contract, however, the guarantee is 2 years.

Mr. Hardy explained that usually there is a one year notice that the district would not be renewing the contract.

Ms. Schultz then inquired as to MASC's success rate.

Mr. Hardy advised that if they do not include people who retire after the first 3 year contract, one search in 20 years and he has done 50 searches.

b. Update - DIP and Progress Monitoring

Dr. Sabolinski advised the Committee that based on the School Committee's suggestions and recommendations, they have gone back to the District Improvement Plan and added a 4th goal on Community Engagement.

Dr. Sabolinski advised that by adding this 4th goal it will engage stakeholders in support of student achievement, to increase communication with stakeholders. Dr. Sabolinski noted that the importance of Social Emotional Learning as mentioned in their first strategic objective and how this added goal will help to close the gap on the communication with the community. Dr. Sabolinski advised that this will help define what social emotional learning is, to make sure that all stakeholders in the community have an understanding of what it is, what it looks like and what initiatives will support it and how it will impact students.

Ms. Edwards explained that the district's goal in revisiting the DIP was to make the goal more transparent of what the embedded intent had been, to also explicitly hold the district responsible for the two-way communication via the District Improvement Plan.

Mr. Light explained that they would be using existing structures, i.e. various PCC's, school councils, and think a little bit differently in how we would engage with them and obtain feedback and also communicate back.

Dr. Sabolinski advised that the second piece was reporting out where the District is in progress. A structure was put together and in January, the Administration will come back to the Committee. Dr. Sabolinski notes

that the DIP will be reported out systemically not by grade level, on where we are as a District.

c. **Middle School School Improvement Plans** - Ms. Wittcoff, Principal, Annie Sullivan Middle School; Mr. Brian Wildeman, Principal, Remington Middle School; Ms. Rebecca Motte, Principal, Horace Mann Middle School (see **attached School Improvement Plans**)\

Ms. Witcoff advised the Committee that the 3 Middle Schools mirror the DIP and we continue to all be going in the same direction, sharing the same aspirations for students while providing a common middle school experience that acknowledges our unique cultures in each school.

Mr. Wildeman explained that the strategic initiatives set forth for this coming year, one of which is to begin implementing responsive classroom in the Middle Schools this year. There are 21 6th grade teachers that will attend the Responsive Classroom training this year on September 28th, 29th and October 14th and 26th. Going forward Grade 7 teachers and Grade 8 teachers will also be trained in Responsive Classroom. Mr. Wildeman also advised that the Middle School level will continue with the advisory program to push forward the Social Emotional Learning curriculum.

Ms. Motte advised that the last part of the social emotional learning curriculum is our initiative to continue to work on the developmental guidance work that the Guidance counselors have spearheaded in terms of developing curriculum that speaks to the research that shows that social and emotional learning curriculum be a part of everyday education.

Dr. O'Malley inquired if this year it would be grade 6 using responsive classroom, next year 7th grade, next year 8th grade. Do you have enough guidance support now to carry this plan?

Ms. Wittcoff advised that they do what they can with the resources that they have. Would more guidance support be helpful, would we reach more students, would we be able to really move forward our social emotional learning curriculum as well as our developmental guidance curriculum with additional guidance support, absolutely. Do we do a good job at what we do, are we committed, are we passionate and compassionate

about making sure students are safe and as happy as any middle schooler can be and therefore successful, yes. Ms. Wittcoff notes that she couldn't be prouder than to work in Franklin Public Schools and with her two colleagues, Mr. Wildeman and Ms. Motte.

Dr. O'Malley notes that the Committee expects and feel they have committment on your part and the part of the schools, he just wanted to know what he was reading, he is reading a plan to move forward with what you have.

All principals replied yes, the plan would change if there were more resources.

Dr. Bergen inquired as to Responsive Classroom, the teachers go through the training, what would be the changes in 6th grade as a result of the training?

Ms. Edwards advised that this is a new program at the Middle Schools but it is a continuation for the students. One of the first things that will change will be the implementation of the morning meeting. The idea of Responsive Classroom is that it is not a curriculum, it is a way of being, it is a way of life in a school, it dictates the language that we use with students, it becomes a common vocabulary across the school, about how to address behavior, about how to address routines, it is embedded in their academic content across the day.

Ms. Motte noted that the Middle School Administrators participated in a small training of Responsive Classroom.

Dr. Sabolinski added that she was at Remington Middle School where she explained what advisory program looks like in the classroom.

Dr. Jewell inquired as to how much training the teachers receive and what type of training specifically it is.

Mr. Wildeman explained that all our 6th grade level teachers are training together, hearing the same message at the same time, they are able to work together and develop the common language together.

Ms. Wittcoff also added that built into the schedules at the Middle Level are grade and/or team level meetings where teachers share information about curriculum, share information about students, etc.

Dr. Jewell noted that while in the teacher negotiations the teachers indicated that they don't like all the meetings.

Ms. Wittcoff advised that these meetings are done during the school day.

Ms. Edwards explained that the way the training runs is that it replicates a school day for students, it is hands on and the teachers participate and learn by doing. Ms. Edwards also advised that they use a cohort model which means whoever attends the training on that day then becomes its own peer group so they have each other to reach out and share strategies and best practices. The training is spread out over a month's worth of time so the teachers have time to bring it back to practice in the classroom, try some strategies and with the guidance of the trainer problem solve together. Ms. Edwards also notes that there is a 5th day that is not scheduled yet and the district can choose the topic for that day, where the same group will come back in January. Ms. Edwards also noted that the specialists also have a one day training so the students will have the continuity in those classes as well.

d. FHS School Improvement Plan - Paul Peri, Principal, and Bill Klements, Assistant Principal (See attached Improvement Plan)

Mr. Peri indicated that the High School Improvement Plan mirrors the District Improvement Plan and there are 4 objectives and their initiatives.

Mr. Klements advised the Committee that the High School's first objective is the Social/Emotional learning and notes that the High School is looking to an Advisory program as well. This has already started with committee work and it is the plan of the High School to have this in place before the end of September. The High School will continue with Developmental Guidance Program which was a topic at the PCC meeting. He noted that Heather McVay, Director of Guidance spent 45 minutes going over what the Developmental Guidance Program looks like for all 4 grade levels. Mr. Klements noted that the High School will continue to collaborate with SWAC specifically around mental/social, continue to

implement the Signs of Suicide program, provide outreach and education to parents so that they can work with the school to be proactive instead of reactive in supporting their children.

Mr. Peri advised that there were 18 new teachers at the High School this year, he notes that this is the lowest number in years, the second initiative is to develop a new teacher academy to continue the new Teacher orientation and to support the new teachers through the mentor/mentee program, therapeutic level, professional development and support.

Mr. Peri advised that the High School will be continuing with the Self-Study and prepare for the NEASC accreditation visit.

Mr. Klements advised the Committee that the third objective focuses on the climate and culture of the High School, specifically, in which all educators hold a shared vision and belief about reflective practice and using that practice to solicit feedback and improve student outcomes. Mr. Klements notes that the District has plans to form a joint committee of district administration and FEA leadership to foster ongoing dialog about educator evaluation and use the feedback from that committee to form our practice with the focus on the student; continue to improve professional development and training around the educator evaluation process; continue to develop and implement a process to solicit feedback from Stakeholders regarding the educator evaluation process.

Mr. Peri advised the Committee that the last objective speaks to culture and communication. Mr. Peri notes that as Mr. Light was transitioning out, and he was transitioning in, Mr. Peri advised that he was on a listening tour with all the departments and having one on one interviews with staff. There was also a survey done at the end of the year. The FHS staff is looking for improved culture, increased communication and also comfort and collaboration. He noted that the Community at large has asked us for more communication as well. Mr. Peri noted that he and Mr. Klements have started with some weekly memos during the summer and will continue with that during the school year, they have received positive feedback. Mr. Peri noted that he and Mr. Klements spoke at the PCC meeting to brainstorm on how to have two-way communication. Mr. Peri

noted that partnership in the community is another area that the High School wishes to continue to do.

Ms. Bilello applauded the Administration in the way they took the Committee's feedback, and it is very clear how much thought that went into the documents.

Ms. Schultz gave her sincere appreciation to the Administration for pulling in comments from the last meeting and that this will be used to kick off our next coffee.

Dr. Bergen asked what the percentage is that doesn't join anything and if there is any outreach to identify those kids that don't join anything. Is that a piece of the developmental guidance model?

Mr. Peri advised that there is going to be an activities fair and put forth the 53 clubs that will be offered at the High School. Mr. Peri notes that the Administration is aware of who the students are that do not participate. Mr. Peri advised that through the administration, they take a large school and shrink it, the students all have someone to go to.

Mr. Klements also noted that the plan is to have the advisory program where each student in the building to have an adult in which they can connect with, it will most likely be an adult that is outside of their usual group of classroom teachers and the goal is to build the relationships with students.

3. Discussion Only Items:

Superintendent Search Discussion/Decision

Discussion ensued with regard to the search firm to be chosen for the Superintendent search.

Dr. O'Malley asked all Committee members who they vote for as the search firm to conduct the Superintendent Search.

Vanessa voted for HYA, however, would like to have discussions with regard to the consultant.

MaryJane - MASC

Ann - HYA

Cindy - HYA

Kevin - HYA

Denise is comfortable with HYA as long as there is a discussion on which consultant to use as she did have some reservations about Mr. Connolly with no disrespect to him.

Dr. Sabolinski noted that she shared their concerns with the Vice President and he assured her that they would work with us to identify a consultant.

John - HYA

HYA has been chosen as company to assist in Superintendent Search

Further discussion ensued with regard to the Superintendent Search firm that was chosen.

The Committee asked about the next step. Dr. Sabolinski will contact HYA to give them Dr. O'Malley's phone number.

2. Policy - DJE - Bidding Requirements - Second Reading

Policy - DKC - Expense reimbursements - Second Reading

Policy JJF - Student Activity Account - Second Reading

Policy JJF-R - Student Activity Accounts Regulation - Second Reading

Policy JJFG - Disposition of Student Activity Account - Second Reading

Ms. Scofield asked if anyone contacted Ms. Goodman with any changes with regard to the Policies above.

Ms. Goodman advised that there was one change to the Expense Reimbursement based on feedback from the last meeting. The change is indicated on Item #2 that travel requests made by district employees must be approved by the Superintendent.

4. Action Items:

- a. I recommend approval of the following 2016-2017 School Improvement Plans:

1. Annie Sullivan Middle School
2. Horace Mann Middle School
3. Remington Middle School
4. Franklin High School

Motion: Ms. Douglas

Second: Dr. Jewell

Approve: 7

b. I recommend adoption of the following policies.

1. DJE - Bidding Requirements
2. DKC - Expense Reimbursements
3. JJF - Student Activity Accounts
4. JJF-R - Student Activity Accounts
5. JJFG - Disposition of Student Activity Accounts

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

c. I recommend acceptance of a check for \$1,600.00 from the Franklin Music Boosters for supplemental supplies for the Elementary Music Program.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

5. Information Matters:

- **Superintendent's Report:**

Dr. Sabolinski advised the Committee that the school year opened successfully.

Dr. Sabolinski advised that bus counts will be done next week to make sure the right students are on the right buses and some students are riding without bus passes.

Dr. Sabolinski advised the Committee that the middle and high school students have been giving rave reviews on the food service program. Rumor has it at the high school that the individual flatbread pizza is amazing. Colin Boisvert, Food Service Director has been doing an amazing job, talking to kids, creating some wonderful recipes.

Dr. O'Malley asked that Colin be invited to a school committee meeting sometime.

Dr. Sabolinski agreed that Colin will come to a School Committee meeting and bring some of his treats.

Ms. Goodman advised the Committee about the app 'Nutrislice' to see the menu for your child's school and after you eat the food, you can rate the food. Ms. Goodman encouraged the Committee to take a look at it.

Dr. Sabolinski advised the Committee about some of the work that has been done over the last few years with Communication specialist, Chris Horan, and that it has been amazing at the level of communication that has been coming from all the schools. Horace Mann has a new newsletter since last year, the High School's weekly communication blast has been really exceptional, at ECDC, Kelty Kelley is doing a blog, Annie Sullivan Middle School has Sully Salutations, Dr. Sabolinski feels that the Administration teams at each school have made an effort to ramp up communication in a variety of venues, there has been a lot of good feedback from parents.

Dr. Sabolinski noted that the academics are off and running, that she, along with Peter Light and Joyce Edwards have been in a variety of classrooms and there is amazing instruction going on. We have had a particularly strong hiring year and the new teachers have hit the ground running.

6. School Committee - Sub-Committee Reports

- **Community Engagement** - Ms. Schultz advised that the Community Relations Committee is working on their newsletters, she advises that they will be modeling Rebecca Motte's Smore's newsletter, as it is a great blog. They are still deciding on how often they will communicate, but they would like to let the Community know about meeting agendas, the dates of their coffees and let the Community know when to engage with them and they will also align their coffees with presentations that are held at the School Committee meetings. The first coffee is scheduled for Saturday 9/24 at 9:00 a.m. at the Franklin TV studio.
- Ms. Schultz also advised that as the School Committee Liaison to the S.A.F.E. Coalition and the strategic planning meeting will be held on next Tuesday night.

- Dr. Bergen thanked the Administration for setting up meetings with high school and middle school administration, the responsiveness is incredible.
- **Chapter 70 resolution** - None
- **Calendar Committee** - None
- **Policy Sub Committee** - Ms. Scofield advised that the Policy Sub Committee will meet on Monday, 9/19/16 at 7:00 p.m. at the Town Hall, 3rd floor. Dress code will be discussed with middle school administrators and high school administrators as well as legal counsel.
- **School Committee Liaison Reports** - None

7. **New Business: None**

8. **Adjourn:** Dr. O'Malley made a motion move to adjourn, second by Ms. Scofield.

9:32 p.m.

Respectfully Submitted,

Susan Childers

SCAgenda 091316.pdf
 Budget to Actual.pdf
 Payroll Warrant #1704 summary.pdf
 Payroll Warrant #1704.pdf
 Payroll Warrant #1705 summary.pdf
 Payroll Warrant #1705.pdf
 FPS SUMmary & Sign Off.doc
 SCWarrant082516.pdf
 SCWarrant081816.pdf
 SCWarrant090116.pdf
 SCWarrant090816.pdf
 August 23, 2016 SCMinutes-DRAFT
 DIPSIP Mid YearPorgress Monitoring.pdf
 District Improvement Plan 2016-17.pdf
 2016-2017 ASMS School Improvement Plan.pdf
 2016-2017 FHS School Improvement Plan.pdf

Page **16** of **17**

Franklin School Committee
September 13, 2016
Final Minutes

2016-2017 HMMS School Improvement Plan.pdf
2016-2017 RMS Sschool Improfement Plan.pdf
DJE - Bidding Requirements.pdf
DKC - Expense Reimbursements rev. 9.6.16.pdf
JJF - Student Activity Accounts.pdf
JJF-R - Student Activity Accounts.pdf
JJFG - Disposition of student Activity Accounts.pdf
ActionA.pdf
ActionB.pdf
ActionC.pdf

FRANKLIN PUBLIC SCHOOLS
 HORACE MANN MIDDLE SCHOOL IMPROVEMENT PLAN
 2016-17

VISION			
Horace Mann Middle School (HMMS) will foster within its students the knowledge and skills to find and achieve satisfaction in life, as productive global citizens.			
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 learning and there is a broad, deep, and rigorous curriculum, exemplary instructional practices; and an open and receptive culture of feedback and reflection regarding student performance, then all HMMS students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.			
STRATEGIC OBJECTIVES			
<i>To help students develop connections to school, support positive behaviors and increase academic achievement, HMMS 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>	<i>To ensure that all students are supported and challenged to reach their full potential, HMMS will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i>	<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, HMMS 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>	<i>To ensure that all stakeholders are engaged with the school community in support of student achievement, HMMS will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</i>

STRATEGIC INITIATIVES

<ul style="list-style-type: none"> ● Implement Responsive Classroom at Middle School level. <ul style="list-style-type: none"> ○ Professional development ○ Purchase materials ○ Establish implementation timeline/process. ● Continue to develop, design and implement Developmental Guidance programs and lessons at the middle level . <ul style="list-style-type: none"> ○ Continue building time into the HMMS schedule that supports the teaching of skill based lessons that support students in identifying stressors, and behaviors that may impede and/or interfere with learning and helps students replace with positive behaviors and/or strategies to help in their learning and thus 	<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 Science and Digital Learning/Technology. <ul style="list-style-type: none"> ○ Work this year at HMMS will include assessing the current technology needs of students and staff and infrastructure to ensure effective implementation of the digital learning/technology standards. ● Analyze instructional strategies used in the classroom and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to 	<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. ● Continue exploring opportunities for Peer Coaching opportunities within the district to support teachers and to foster 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 	<ul style="list-style-type: none"> ● Presentations and participation at School Committee meetings. ● Continue to hold PCC and School Council meetings. ● Continue generating an electronic newsletter, "HMMS Happenings!" to families and staff. ● Continue to hold community events such as Fall Open House, Incoming 6th Grade Parent Night. ● Continue to host parent-teacher conferences (including student-led conferences). ● Continue engaging in two-way communication with educators to provide support and to solicit feedback regarding the educator evaluation process.
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<p>increase achievement.</p> <ul style="list-style-type: none"> ○ Continue implementing a schedule at HMMS that allows the counselor time to meet with teachers and admin to keep them updated on the Developmental Guidance curriculum. <ul style="list-style-type: none"> ● Implement improvements made to the HMMS Advisory Program (CONNECTIONS) and monitor progress on the creation and teaching of thematic lessons. Collect data and review effectiveness of meeting program goals. ● 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 	<p>meet the needs of all students. This will be accomplished through classroom observations as well as faculty, cluster and department meetings. This may also be accomplished through individual educator SMART goals.</p> <ul style="list-style-type: none"> ● Review current formative and summative assessment and grading practices. This will be accomplished through classroom observations as well as faculty, cluster and department meetings. This may also be accomplished through individual educator SMART goals. ● Create a committee of teachers & administrators to review current practices regarding homework at HMMS, to study current research and best practices regarding homework and to make recommendations for 6-8 homework practices. Establish next steps for engaging other stakeholders (students, parents, district administrators) in the discussion and in the 	<p>promote improved outcomes for students.</p> <ul style="list-style-type: none"> ● Continue to improve professional development and training around the educator evaluation process. This will be accomplished through classroom observations as well as faculty, cluster and department meetings. A focus this year at HMMS will also be in the development of educator SMART goals. ● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process. 	
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<p>wellness curriculum in grade 7.</p> <ul style="list-style-type: none">• Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies that will help to support their children.• Continue to develop partnerships to support Social Emotional Learning in the community at large.	<p>development of a district task force.</p>		
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**FRANKLIN HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2016-17**

VISION			
Franklin High School will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.			
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 High School students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.			
STRATEGIC OBJECTIVES			
<i>To help students develop connections to school, support positive behaviors and increase academic achievement, Franklin High School 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>	<i>To ensure that all students are supported and challenged to reach their full potential, Franklin High School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i>	<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, Franklin High School 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>	<i>To promote a culture where students and staff are encouraged to take academic risks, and to facilitate the development of all strategic objectives, Franklin High School will create a culture of meaningful two-way communication among all stakeholders based on active listening and thoughtful questioning.</i>
STRATEGIC INITIATIVES			
<ul style="list-style-type: none"> ● Develop a regular advisory program. 	<ul style="list-style-type: none"> ● Analyze instructional strategies used and provide feedback and 	<ul style="list-style-type: none"> ● Continue to administer professional development focused on promoting 	<ul style="list-style-type: none"> ● Make use of various outlets such as the evaluation process, peer observation,

<ul style="list-style-type: none"> ○ Form a committee to help guide and support the implementation process. ○ Develop and implement a schedule suited to the needs of the FHS community. ○ Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative. ○ Provide staff with training/support. ○ Solicit regular feedback from all stakeholders. ● Continue to implement a Developmental Guidance program. ● 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 grade 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 	<p>resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students.</p> <ul style="list-style-type: none"> ● Provide opportunities for two-way communication about school academic programs and initiatives with the goal of increased understanding among all stakeholders. ● Develop a 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. ● Conduct bi-monthly checkins with mentor/mentees and co-teaching pairs. ● Collect quantitative and qualitative data to reflect and improve upon the process for upcoming school years. ● Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas 	<p>reflection, feedback, conflict management and problem solving, and improving communication.</p> <ul style="list-style-type: none"> ● 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. ● Incorporate feedback and ideas generated by a joint committee of district administration and FEA leadership 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. ● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process. 	<p>and social media to celebrate effective practices in the classrooms.</p> <ul style="list-style-type: none"> ● Write bi-weekly memos to staff and families to support two-way communication and to provide regular updates of priorities, initiatives, and events at FHS. ● Provide outreach and education to parents and families on the signs of student stress, anxiety and other strategies to support their children. ● Continue to develop partnerships in the community at large to support both academic and social/emotional growth. ● Continue to develop and improve student and family involvement in post-secondary planning and transitions. ● Establish additional outlets to facilitate internal two-way communication within FHS.
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Emotional Learning in the community at large	with a targeted review of Health/Wellness.		
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**FRANKLIN PUBLIC SCHOOLS
 REMINGTON MIDDLE SCHOOL IMPROVEMENT PLAN
 2016-17**

VISION			
Remington Middle School (RMS) will foster within its students the knowledge and skills to find and achieve satisfaction in life, as productive global citizens.			
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 learning and there is a broad, deep, and rigorous curriculum, exemplary instructional practices; and an open and receptive culture of feedback and reflection regarding student performance, then all RMS students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.			
STRATEGIC OBJECTIVES			
<i>To help students develop connections to school, support positive behaviors and increase academic achievement, RMS 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>	<i>To ensure that all students are supported and challenged to reach their full potential, RMS will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i>	<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, RMS 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>	<i>To ensure that all stakeholders are engaged with the school community in support of student achievement, RMS will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</i>
STRATEGIC INITIATIVES			

<ul style="list-style-type: none"> ● Begin implementing Responsive Classroom in Grade 6. <ul style="list-style-type: none"> ○ Professional development ○ Purchase materials ○ Establish implementation timeline/process. ● Continue to develop, design and implement Developmental Guidance programs and lessons at the middle level . <ul style="list-style-type: none"> ○ Continue with a schedule at RMS that supports allowing the counselor time to meet with classes to offer skill based lessons that support students in identifying stressors, and behaviors that may impede and/or interfere with learning and help them to replace with positive behaviors and/or strategies to help students in their learning and thus increase achievement. ○ Continue with a schedule at RMS that supports the counselor and allows the counselor time to meet with teachers to keep them updated on the Developmental Guidance curriculum. ● Implement RMS Advisory Program 	<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 that includes all stakeholders at the middle level to study best practices regarding homework and make recommendations for 6-8 homework practices. 	<ul style="list-style-type: none"> ● Continue to 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"> ● Presentations and participation at School Committee meetings ● Continue to hold PCC and School Council Meetings ● Create electronic newsletter and distribute monthly ● Continue to hold community events such as fall Open House, incoming 6th Grade parent night ● Continue to hold Parent/Teacher Conferences, including Student-Led Conferences ● Continue engaging in two-way communication with educators to provide support and to solicit feedback regarding the Educator Evaluation process
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<ul style="list-style-type: none">● 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 grade 7.● Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies that will help to support their children.● Continue to develop partnerships to support Social Emotional Learning in the community at large.		<ul style="list-style-type: none">● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.	
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**FRANKLIN PUBLIC SCHOOLS
ANNIE SULLIVAN MIDDLE SCHOOL IMPROVEMENT PLAN
2016-17**

VISION			
Annie Sullivan Middle School (ASMS) will foster within its students the knowledge and skills to find and achieve satisfaction in life, as productive global citizens.			
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 learning and there is a broad, deep, and rigorous curriculum, exemplary instructional practices; and an open and receptive culture of feedback and reflection regarding student performance, then all ASMS students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.			
STRATEGIC OBJECTIVES			
<i>To help students develop connections to school, support positive behaviors and increase academic achievement, ASMS 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>	<i>To ensure that all students are supported and challenged to reach their full potential, ASMS will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i>	<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, ASMS 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>	<i>To ensure that all stakeholders are engaged with the school community in support of student achievement, ASMS will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</i>
STRATEGIC INITIATIVES			
<ul style="list-style-type: none"> ● Implement Responsive Classroom at Middle School level. 	<ul style="list-style-type: none"> ● Continue aligning and refining curriculum maps, unit plans, and lesson plans with the 	<ul style="list-style-type: none"> ● Continue administrator professional development focused on promoting 	<ul style="list-style-type: none"> ● Present and participate at School Committee meetings

<ul style="list-style-type: none"> ○ Professional development ○ Purchase materials ○ Establish implementation timeline/processes. <ul style="list-style-type: none"> ● Continue to develop, design and implement Developmental Guidance programs and lessons at the middle level . <p>Continue with a schedule at ASMS that supports allowing the counselor time to meet with classes to offer skill based lessons that support students in identifying stressors, and behaviors that may impede and/or interfere with learning and help them to replace with positive behaviors and/or strategies to help students in their learning and thus increase achievement.</p> <p>Continue with a schedule at ASMS that supports the counselor</p>	<p>Massachusetts Frameworks in all areas with a targeted review of Health/Wellness.</p> <ul style="list-style-type: none"> ● 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 that includes all stakeholders at the middle level to study best practices regarding homework and make recommendations for 6-8 homework practices. 	<p>reflection, feedback, conflict management and problem solving, and improving communication.</p> <ul style="list-style-type: none"> ● 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"> ● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. ● Continue to hold PCC and School Council Meetings ● Continue electronic newsletter Sully's Salutations communications school wide and team based ● Continue to hold community events such as fall Open House, incoming 6th Grade parent information night, Evening With the Arts, Evening of Excellence, etc. ● Continue to hold Parent/Teacher Conferences ● Continue engaging in two-way communication with educators to provide support and to solicit feedback
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<p>and allows the counselor time to meet with teachers to keep them updated on the Developmental Guidance curriculum</p> <ul style="list-style-type: none">● Review ASMS Advisory Program and make suggestions as deemed appropriate by all stakeholders● 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 grade 7.● Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies that will help to support their children.		<ul style="list-style-type: none">● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.	<p>regarding the Educator Evaluation process</p>
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<ul style="list-style-type: none">• Continue to develop partnerships to support Social Emotional Learning in the community at large.			
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Franklin Public Schools / Progress Monitoring DIP/SIP 2016-2017

Overall Assessment and Comments

Mid-Year Progress Overall Assessment

Date: _____

Social Emotional Learning:

Curriculum, Instruction and Assessment:

Professional Climate and Culture:

Community Engagement:

Franklin Public Schools / Progress Monitoring

Strategic Objective: Social Emotional Learning	Strategic Initiatives	Met Goal	In progress	Not Started
<p>To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance progress, and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.</p>	<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. 			

	<ul style="list-style-type: none">• 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 Signs of Suicide (SOS) program as a component of 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 (DCF, YMCA).			
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Strategic Objective: Curriculum, Instruction and Assessment	Strategic Initiatives	Met Goal	In progress	Not Started
<p>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.</p>	<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. 			

Strategic Objective: School Culture and Professional Climate	Strategic Initiatives	Met Goal	In progress	Not Started
<p>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.</p>	<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. 			

Strategic Objective: Community Engagement	Strategic Initiatives	Met Goal	In progress	Not Started
<p>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, faculty, administrators, and the community.</p>	<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 understanding 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 and on school/district web sites. • Utilize existing systemic structures such as school councils, Joint PCC, PCC, Booster Organizations, Franklin Education Foundation and business partnerships to inform goal setting and improvement planning. 			