

**Franklin School Committee  
Minutes  
September 27, 2016  
Municipal Building – Council Chambers**

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Call to order: 7:00 p.m.

Dr. O'Malley

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

**Pledge of Allegiance:** Connor Poirier, Grade 4, Cameron Poirier, Grade 2 and Charlie Poirier, Kindergarten, all students from Oak Street Elementary School

**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; Dr. Pandora Carlucci, Executive Director of Lifelong Learning Institute; Ms. Kely Kelley, Principal, Early Childhood Development Center; Ms. Kathleen Gerber, Principal, Davis Thayer Elementary School; Ms. Linda Ashley, Principal, Jefferson Elementary School; Mr. Eric Stark, Principal, Helen Keller Elementary School; Ms. Evemarie McNeil, Principal, J.F. Kennedy Elementary School; Ms. Kate Peretz, Principal, Oak Street Elementary School; Dr. Edward Quigley, Interim Principal, Parmenter Elementary 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 September 13, 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 (Not present)
- **Correspondence:** None

## 2. Guests/Presentations:

### a. Summer Program Update - Dr. Pandora Carlucci

Dr. Carlucci advised the Committee that there were 13 different programs with dozens of courses with multiple initiatives. There were about 1900 students enrolled over the course of 6 weeks, there was 111 faculty and staff, and also there were 33 paid student mentors. Dr. Carlucci showed some pictures of different classes that were held. **See Powerpoint attached.**

Kristen Letendre Cerce and Jessi Fanuele gave an update on the High School Experience for the class of 2020. - **See Powerpoint attached.**

Ms. Fanuele advised the Committee that this is her 3rd year as the Assistant Director of High School Experience along with Miriam Connolly and Michelle Hess under the leadership of Kristen Cerce. Ms. Fanuele advised that they had the highest number of participants which was 360 incoming freshman.

Ms. Cerce advised that there were 85 peer mentors in 2015 and there were 102 in 2016. There were about 130 peer mentors over all. The peer mentors are Franklin High School students who give up part of their summer to help the incoming class feel like they are part of the community right away. Ms. Cerce advised that this is the 9th year of the

program and in 2008 there were 20-25 students and this year there were 360 students.

Ms. Cerce also advised the Committee that the students are able to familiarize themselves with the school by participating in a tour, a scavenger hunt, they receive their chrome books and their student id's. Over the past couple of years, class mottos are also something that comes out of the High School Experience. The entire class is able to vote on the 6 final mottos so even if the students did not attend high school experience, they are able to vote. Ms. Cerce also advised that Team Building is a program that continues to grow and expand each year.

Ms. Fanuele advised the Committee that the staff wore a different color t-shirt so that students knew if they were lost who they could go to. Ms. Fanuele also advised that this year a new logo was created. Ms. Alyssa Taranto, Graphics Art teacher at Franklin High School challenged her students to come up with logo ideas that embodied the High School Experience. Ms. Fanuele advised that student recognition was new this year where they recognized students who were helping one another and going outside of their comfort zone.

Dr. Bergen remembered when HSE first started and it is incredible. She remembers when there was no lifelong learning at all. She says thank you.

Dr. Carlucci commented that Kristen and Jessi are already talking and planning for next August. They are very thoughtful and reflective.

Dr. O'Malley commented that he felt the High School Experience is the most impactful thing that is done. Going to High School is a massive change and there are very few of these in the State, he congratulated everyone and noted that it was very well done.

Ms. Pattie Gay, Ms. Sheila Darcy and Ms. Brenda Reed gave an update of the summer Solutions programs, Music Program and Adult Education programs.

Ms. Gay advised the Committee that the Solutions program ran a 6-week full day program at the Remington/Jefferson Schools where there were unique and fun experiences. Each week is broken down into a different theme week and all activities revolve around that theme. Ms. Gay

advised the theme for the week was incorporated right when the students walked in. The parents were given photo opportunities. Each week included arts & crafts, science, mindbender experiments, brain teasers, lego club, dramatic play, computer, splash club. There was also a visitor or special event every week.

Ms. Gay advised that everything is up and running for the fall and there is approximately 379 students enrolled in the program. She advised that they are proud to say that they have one of the biggest enrollment numbers since the program began. Ms. Gay advised that the weekly themes continue through the school year, this year the overall theme is special celebrations, some of the unusual days are celebrated by highlighting them to make it fun for the kids. This month (September) was National Playdough Day which turned into playdough week. In October, we will be celebrating National Dictionary Day, etc. Ms. Gay also noted that they are celebrating kindness and are recognizing those students that show kindness whenever they can.

Ms. Sheila Darcy introduced herself as the new Director of the Music Academy. This is a new entity within the Lifelong Learning Institute. Ms. Darcy gave a brief update on the 4 programs that run in the Music Academy. The String School is directed by Nancy Schoen and has 137 students enrolled, 62 of the student are brand new. There has been a course added this year, which is the Beginner II level. There are 4 new time slots on Thursday has been added. The Band School of Franklin which is directed by Nicole wright has 67 students enrolled, 52 are brand new to the program. Ms. Wright has added 6th grade to the Intermediate Band. Ms. Wright's goal is to mirror the String School and offer it all the way up to 12th grade. The Honors Chorus is directed by Jamie Barrett this year, there are 26 students enrolled so far. Ms. Darcy also advised that the Private Music Program, which is run out of the High School, has 12 teachers offering instruction on 15 instruments, there are 44 students so far and students are being added everyday. This year the goals will be a new website for Lifelong Learning, develop marketing initiatives to further grow the program, and possibly expand some of our summer offerings.

Ms. Reed, Director of Center for Adult Education and Community Learning advised the Committee that while there were some things going on this summer, this fall they have decided to expand their outreach and have emphasis on Community and Family. We now have a Kids Corner. Kids are cooking, we have a painting club and are enjoying yoga. Ms. Reed also advised that they would like to give residents a theatre experience and has been working with PPAC in Providence to be able to provide affordable tickets to the “King and I”, it has been very successful. Ms. Reed also advised that there is a program entitled Surviving Adolescence which is part of their Continuing Education for Childcare. There are a lot of one night workshops.

Dr. O’Malley noted that he was happy to hear all the interest in music.

Dr. Bergen asked Dr. Carlucci whether Scholarships were available?

Dr. Carlucci advised that they do offer scholarships for all programs except Private Music Lessons and there is a newly established scholarship program for Adult Education. The first fundraiser for Adult Ed was in April to support the scholarship program.

Dr. Sabolinski noted that these programs are not funded through the budget, they are self-funded through enrollment fees and funds that are raised. It is an amazing program and it is run very efficiently and effectively. It is a unique educational model that is focused and aligned with the vision of the School district. Thank you to all.

Dr. Jewell commented that he is thrilled with all that you do but also the fact that you incorporate the community, not only the kids but the adults. It is important that the school system is a major part of the community and there is no better way than getting the people who teach involved with this so the kids get involved but then it is expanded to the adults and therefore, the community has the opportunity to learn and continue to learn no matter what your age.

**b. Elementary School Improvement Plans - Principals (See attached School Improvement Plans)**

Dr. Sabolinski introduced Kelty Kelley, Principal of ECDC, Ms. Kathleen Gerber, Principal, Davis Thayer and Evemarie McNeil, J.F. Kennedy first.

Mr. Light advised the Committee that the School Improvement Plans are consistent through all elementary schools, however, each plan was personalized for each school. In the interest of time, we will present the things that are consistent across the schools and then allow each of the Principals to talk about where they took one of the strategic initiatives and broke it down to personalize it for their school.

Ms. Kelley gave a brief update of the ECDC School Improvement Plan where she noted that all 7 schools work together with a common focus and vision that the whole district works toward. Ms. Kelley advised that she and Evemarie McNeil will advise the Committee of the Strategic Objectives for all 7 preschool and elementary schools.

Ms. Kelley advised the Committee of the first and second objective and the strategic initiatives for the Preschool and Elementary Schools.

Ms. McNeil advised the Committee of the third and fourth objectives and the strategic initiatives for the Preschool and Elementary Schools.

Ms. Gerber advised the Committee that as the new Principal at Davis Thayer, she wanted to look at how students learn and achieve. She highlighted for the Committee student achievement as outlined in the Second Strategic Initiative for Davis Thayer. Ms. Gerber advised that after looking at ELA data that there was more room to grow in the area of English Language Arts. She advised that Davis Thayer has been aligning their units of study with the 2011 Massachusetts Curriculum Frameworks.

Dr. O'Malley inquired as to whether this is for all elementary schools.

Ms. Gerber advised that this is the target for Davis Thayer this year.

Dr. O'Malley inquired as to what Kennedy's target would be.

Ms. McNeil advised that because of Kennedy's history of being a high performing school, Ms. McNeil would push that number up and she notes that it is a really wonderful goal for Davis Thayer.

Dr. O'Malley advised that he was not trying to put Ms. McNeil on the spot but we are talking about aligning all these schools.

Ms. McNeil advised that each school has different demographics and that they all recognize that about their schools.

Dr. Bergen inquired how do the Principals know if the programs related to social emotional learning are effective as there is no test to measure.

Ms. Kelley answered Dr. Bergen's question because this is the specific goal for ECDC and we are grateful that there is a School Psychologist two (2) days a week at ECDC, along with the Occupational Therapist, Speech Therapists have incorporated in their planning time each week to dig deeper into this work. The School Psychologist knows the work of the district, the Occupational Therapist has worked in the district but is new to ECDC so she knows the Zones of Regulation that is used in the district.

Ms. Kelley advised that they are looking to create a plan that is developmentally appropriate. What they will be looking for is the use of the vocabulary and the strategies, how often are you hearing the phrases, the children using them, the teachers using them and also the parents using the same phrases. It is not grading on a test, it is how often we are seeing the strategies implemented and seeing the positive results. Ms. Kelley notes that she hopes the team will develop a survey of the teachers as she feels that will be important.

Dr. Bergen further inquired as to whether there will be feedback from parents to see if this is carrying out past the classroom?

Ms. Kelley did confirm that.

Dr. Bergen notes that it is good to know.

Ms. Kelley advised that she is expecting the team to provide some training to the parents on the concepts and share the concepts on blogs, etc. to be sure all the same language is out there. Ms. Kelley also notes that the common assessment that is used at the preschool level also has a social emotional piece and it is a real authentic assessment.

Dr. Sabolinski also noted that at the elementary level, there will be other things that will be logged, i.e. visits to the nurse for the non-somatic

complaints, discipline referrals, interactions on the playground or in the classroom for discipline, etc. In the upper elementary the Metrowest health data will be used to look at a wide range of behaviors. Dr. Sabolinski also noted that there has been discussion about doing a survey district wide, not just for parents, for students.

Mr. Light advised the Committee that the administration has been working with the social emotional learning team, which is our School Psychologists, Counselors, Adjustment Counselors throughout the district. Mr. Light advised that this team meets 4 or 5 times a year as a group, but the team also does a lot of consultation time and professional development time with a consultant. One of the goals for the group is to define what social emotional learning looks like in Franklin and what are going to be the key competencies that we want students to be able to possess. He notes that the counseling staff already has done a lot of work and are closely aligned and noted that there is a website called Castle.org which defines the 5 key competencies of social emotional learning which is the accepted definition that DESE also uses when talking about what social emotional learning looks like. The social emotional learning program is relatively new so there is not a lot of standardized assessments or assessment strategies to measure individual students competencies. While the Social Emotional Learning team wanted to come up with a way to assess students this year, Mr. Light advises that it will be a multi-year initiative. Mr. Light also advised that one of the things that is being done with the Student Success Team which is comprised of administrators throughout the district at all levels, is look at some of the data around the barriers for student performance, i.e. chronic absenteeism, maybe mental health could be a barrier to student success. The team will look into researching one or two of those issues, put some interventions in place at all levels and actually monitor student progress and track results over time.

Ms. McNeil advised the Committee that the strategy tonight is to highlight one piece of the SIP for each individual school.

Ms. McNeil advised that Kennedy School is focusing on Strategic Objective Number 3 which is about creating a shared vision. They have focused and articulated to continue to build an inclusive, collaborative, high performing culture that reflects our belief that all children can learn



and all educators are committed to continuous growth. Ms. McNeil noted that she has met individually with staff over the summer and that everyone was concerned with the level of staff change, two new administrators, new team chairperson, a new school nurse. In total there are 12 new faces to the JFK which is 25% of the staff. It is important to talk about their shared vision and how are we going to grow that with some people who have been there a very long time and some who are new. Ms. McNeil also advised that JFK is the home to the new GOALS program and including all of them into the fabric of JFK.

Ms. Peretz, Principal of Oak Street Elementary School advised the Committee about the REACH program (Resiliency and Achievement) a specialized district program meant to target the learning needs of some students who have been identified with needs in the social emotional realm. Ms. Peretz advised the Committee that the program that will be used in the REACH classroom is called Lions Quest. This curriculum will go from elementary to middle to the high school. This program teaches the specific skills that the REACH students need to learn from Kindergarten to when the students graduate high school.

Dr. O'Malley noted that Ms. Peretz has the tough job of keeping Oak Street a number one school. He also congratulated her and all the teachers. It is a magnificent thing, any thoughts on how to replicate it?

Ms. Peretz gives credit to the teachers that have been working at Oak Street for a very long time, that she arrived at Oak Street in January and realized that the Oak Street community is very strong, the teachers, the students and the parents together. Ms. Peretz advised that she will be looking at the data to see what it is that was working but in the end it comes from the commitment of all staff in all the schools of meeting the needs of every student every day.

Dr. Edward Quigley, Interim Principal from Parmenter School. Dr. Quigley advised that Parmenter will be focusing on the Second Strategic Objective about aligning curriculum, best instructional practices, and making use of varied assessment opportunities to personalize learning and meet individual needs. Dr. Quigley advised that Parmenter will be continuing a program that began during the 2015-2016 school year which

is working with grade level teams to design rigorous standard based units using the Understanding by Design approach. He advised that the easiest way to think of it is to think of backwards design, start with outcomes, where you want the students to be, what you want them to know, backing into how are you going to know they are going to do that, what learning plan will be in place, what strategies teachers will use in order to meet those results. Dr. Quigley advised that an action plan has been developed and Parmenter's vision is simply that all teachers at each grade level will regularly design units of instruction with measurable outcomes and challenging tasks requiring higher order thinking skills and enabling students to learn the knowledge and skills as defined in the State standards.

Ms. Linda Ashley, Principal, Jefferson Elementary School advised the Committee that Jefferson is focusing on the third Strategic Objective of reflective practice. Ms. Ashley advised that they have turned the Common Planning Time into Professional Learning Communities (PLC's) instead of calling it Common Planning time as they wanted to make it a high performing, highly effective time for teachers. This year the PLC's are working on an approach called Collaborative Inquiry and for the 3 professional building-based half-days, there will be a Professional Development Provider coming to Jefferson to help them work smarter. Ms. Ashley advised that they decided to focus on critical lesson planning, quick analysis of student data, using strategic protocol so it can be done quickly, efficiently and be able to focus on the lesson planning and differentiation. The Literacy and Math Specialist lead one meeting a month and the teachers have the 3rd meeting to be teacher directed. Ms. Ashley advised that Jefferson teachers meet every 6-8 weeks to re-analyze students work, re-look at data to see what we are doing with kids so we can re-group them and re-focus. Another focus this year is to look at assessments, mini assessments that we can give to the kids to say are they mastering the curriculum, are they mastering those skills to move them forward to more enrichment activities if they are understanding the curriculum.

Dr. Bergen commented that she liked that if they are mastering the curriculum, they can move forward. Dr. Bergen notes that some parents ask how are you challenging the kids, it sounds like you have it built in.

Ms. Ashley advised that there is such a wide range of skill levels, some boys and girls need the differentiation and intervention and some need enrichment. Ms. Ashley feels that some teachers struggle with enrichment, finding projects for the children who are 2 or 3 grade levels above so that is what Jefferson teachers will be focusing on.

Mr. Eric Stark, Principal, Helen Keller Elementary School advised that Keller is going to focus on the fourth strategic objective which focuses on the two-way communication. Mr. Stark advised that he and Assistant Principal Ms. Souls have been thinking about the ways we communicate with families. Mr. Stark noted that they while they worked hard to communicate with families last year it was mostly one way. Mr. Stark advised that they have decided to develop a Parent Communication and Engagement Plan. A plan on how they will communicate with families, traditional ways, i.e. newsletters, calendar on website, etc. or are there enhanced opportunity for two way communication. The Parent Communication and Engagement plan was shared and outlined for families at Curriculum night and it includes such things as surveying families on formats of such things as their curriculum night and becoming energized by the data. After curriculum night, a copy of the plan was sent via email, the slides, talking points, etc. were sent out to families and then we sent a follow up survey, it was really good feedback, feedback that challenged them to look at the aspects of curriculum night and the ways they can improve next year. The second thing that Keller School is doing is scheduling a series of coffees, it's not necessarily an innovative way of communicating and we are not using them to shove information down the throats of families, rather than engaging in meaningful conversation. The first coffee was this morning for the STRIVE families and they had almost all the STRIVE families, younger siblings, grandparents, and it was really nice to sit and talk about what their expectations are as a School and share the enhancements made to the program. Other ways to communicate with families is to refresh the website, sharing presentations, etc. Keller School has administrator meetings once a month, so both Mr.

Stark and Ms. Souls have a grade level morning meeting, and have also developed a section on the website where they are posting all the slides and talking points from those meetings.

Dr. O'Malley notes that a great deal of work went into the SIPs and Principals are at the heart of what we do. Thank you to all.

Recess

3. **Discussion Only Items:**

NONE

4. **Action Items:**

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

1. ECDC
2. Davis Thayer
3. Jefferson
4. Keller
5. J.F. Kennedy
6. Oak Street
7. Parmenter

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

5. **Information Matters:**

• **Superintendent's Report:**

Dr. Sabolinski advised that working with the PCC's specifically, the High School PCC, the District will be sponsoring a lecture, John Mattleman, the Secret Life of the Massachusetts Teen. He will be coming here free of charge to run a parent session on October 17th, 2016 at 7:00 p.m. at the High School.

Dr. Sabolinski advised that she, Peter and Joyce went to an open house that was run by the ELA staff for families whose primary language is not english. It was an incredible program where they had games in a variety of languages, there were interpreters, dinner of pizza, desserts, water. It was an innovative way to engage with a growing part of our school community.

Ms. Edwards advised that this was done at Parmenter by Ms. Yanoshak last year and this year it was on a much larger scale. We are roughly at 80-85 ELL students in the district. Ms. Edwards advises that these families are thirsty to connect not only with the district but other families as well. This provides an opportunity to get to know each other.

Mr. Light commented that one of the neat things was that they were told when they got there that there were 80 families registered and confirmed to attend this event.

Dr. Sabolinski extends a thank you to the Town Council for appropriating almost \$163,000.00 to the School Department to cover the loss of the Kindergarten grant which was not in the State budget which was adopted in July. It left the district with a funding gap. This money was used to fund 5.5 Educational Assistants to support our Kindergarten program. We would like to acknowledge their understanding of our need and appropriating those funds which will help fill one of our budget holes.

Dr. Sabolinski advised that the PAARC and MCAS scores were embargoed yesterday and as a district we did very well. We were a pilot district for PAARC, and our students did very well. The High School is still a level one school. Oak Street and Kennedy are a level one and all other elementary schools are level two.

Ms. Edwards advised that a notable happening this week is that the Department of Elementary and Secondary Education is reaching out to some districts to test the MCAS Version 2.0 test and we have a pilot at the 8th grade english/language arts at Horace Mann Middle School. This came to us by one of our teachers sitting on a DESE committee, the Assessment Development Committee for Grade 7 English/Language Arts. The teacher approached Joyce and asked if the district might want to pilot this and get a look at it ahead of time, Joyce said yes, we would. There are two 8th grade ELA classes at Horace Mann that will be getting a preview of this MCAS 2.0 test, they are trial questions. Some teachers and Joyce will be sitting in and will be able to provide feedback to DESE. They will also do a focus group with the kids afterward to ask them how prepared they felt and what would have been helpful.

Dr. Sabolinski advised the Committee and the parents in the district that the schools have been doing their safety drills, lockdown drills, fire drills. She notes

that Administration has been exceptional in communicating before the drills, after the drills.

Dr. Sabolinski advised that she had her first round table meeting that she holds monthly with teachers to get an update of what's going on in each school and it is an opportunity to share with each other what's going on. Ms. Carol Kelley, the High School representative did a presentation on High School Special Ed and highlighted the commitment that a lot of Franklin businesses have with providing jobs for students with disabilities. Some of the businesses include, Elizabeth's Bagels, Summit Medical, Bellingham Library, Chilis, Shire Book Store, Meals on Wheels (Franklin), Big Y, Froyo and Judy's florist.

Dr. Sabolinski advised that both Remington and Horace Mann are putting out some diversity initiatives. Remington Middle School is starting a new club called Aware and it is a diversity club. Horace Mann has an Equality Club and they are piloting a TED Ed club to do TED talks locally. Parmenter talked about their connections in their community meetings, they had a community meeting where all the students got Panda wear, Panda t-shirts to celebrate social emotional learning. Oak Street talked about their Ed Camp approach to their curriculum night, teachers offered from 5:00 p.m. - 6:00 p.m. three workshops where parents could go and attend and learn about different school initiatives such as co-teaching, inclusion, it was very well attended.

## **6. School Committee - Sub-Committee Reports**

- **Community Engagement** - Ms. Schultz advised that they had their first coffee on Saturday and Dr. Sabolinski attended. Ms. Schultz advised that there were 4 people who attended and talked about the dress code, transportation, specifically late bus issues, start times and some issues around Kindergarten registration. Ms. Schultz advised that the first newsletter will be sent out prior to the next school committee meeting.

Dr. Sabolinski advised that she did discuss the School Crossing signs at Davis Thayer while at the first snow meeting of the year and it will be looked into. The signage around Davis Thayer will be assessed.

Ms. Scofield inquired as to what is the issue with signage?

Dr. Sabolinski responded that there are not a lot of school crossing signs around Davis Thayer, there are a lot of stop lights but not a lot explicit school zone, school crossing zone.

Discussion ensued with regard to DT signage.

- **Policy Sub Committee** - Ms. Scofield advised that Policy Sub Committee met last Monday and the topic that took over the meeting was a discussion about the dress code. There was an understanding at the beginning of the meeting that no changes would be made but would listen to what the concerns were with regard to the dress codes that are in place now. It was brought up that it is policy, but the policy is what's in the Handbooks. Ms. Scofield advised that what is in the Handbook is what is developed by each of the school's principals, it is approved by the School Committee therefore it is policy. Ms. Scofield also advised that Ms. Paige Tobin, School Attorney was at the meeting to explain that the Handbooks are approved by the School Committee, therefore they are policy. All of the people who attended the meeting, told the Policy Sub Committee what their concerns were, gave suggestions on how things could be changed, the Principals at the Middle and High School took the suggestions to heart and will be going back and looking at how it is written in the handbook and will be brought back to the Policy Sub Committee. The discussion has started and they will also be looking at policies from other districts.

Dr. Sabolinski also noted that there was a good discussion at the Community Engagement coffee and feels that there is room to meet in some middle ground. Dr. Sabolinski also advised that she and Mr. Light have discussed some ideas on how to clean up the policies and the handbooks.

Ms. Scofield noted that the School Committee is happy that parents are coming forward and giving their feedback.

- **School Committee Liaison Reports** -
  - a. Superintendent Search -

Dr. O'Malley noted that the School Committee has hired and signed the contract with HYA. Mr. Randall Collins will be the head facilitator. Dr. O'Malley noted that there will be a Committee meeting on October 11, 2016. Dr. O'Malley

announced the agenda and that it will be the Superintendent Search.

Dr. Sabolinski noted that this would be a work session with the School Committee and the Consultant.

Dr. O'Malley advised that they will work in the 3rd floor training room.

Ms. Schultz inquired as to whether there would be an agenda for the October 11th meeting.

Dr. Sabolinski advised that when emailing the consultant, she asked for an agenda, if there would be a need for technology.

Dr. O'Malley noted that it is the School Committee's search, the consultant only consults.

Discussion ensued regarding the October 11th Superintendent Search meeting.

b. JPCC

Dr. Bergen gave a brief summary of what the PCC Chairs had to say. The High School PCC is encouraged by the number of people who have been coming, Department Heads have been coming to the meetings and the responsiveness of the Principals has been great. Dr. Bergen noted that there will be a Career Exploration Fair. Dr. Bergen noted that the Chair from the Parmenter PCC spoke glowingly about Dr. Quigley, the parents are responding very well, the kids love him, it was a great idea to have an interim person there. Dr. Bergen also noted that the Special Ed Advisory Council brought a list of all the events they are having and they are not just for parent of special education children. Dr. Bergen also noted that Annie Sullivan is having a huge fundraiser through the Epilepsy Foundation by collecting bags of clothing. It ends on October 29th. The school receives a certain amount of money for each bag.

Dr. Sabolinski noted that all schools are looking for volunteers.

Dr. Bergen also gave a shout out for the Leadership program for Middle School and High School age students at the YMCA.



**7. New Business:** Ms. Scofield noted with regard to the election and one of the ballot questions. She is wondering if it would be appropriate for a presentation where the Charter School would be limited to 10 minutes and the School Department. She noted that the Teacher's union is having a meeting. Ms. Scofield feels like this will help people to understand what a yes vote is and a no vote is.

Dr. Bergen advised that she interviewed Mr. Walsh today who is a teacher and he plans to have his students research and do a presentation for the public.

Discussion ensued.

**8. Adjourn:** Ms. Douglas made a motion to adjourn.

9:15 p.m.

Respectfully Submitted,

Susan Childers

SCAgenda 9-27-16.pdf  
Payroll Warrant #1705M summary.pdf  
Payroll Warrant #1705m.pdf  
Payroll Warrant #1706 summary  
Payroll Warrant #1706.pdf  
FPS Summary & Sign Off.pdf  
SCWarrant091516.pdf  
September 13, 2016 SCMinutes-DRAFT  
Davis Thayer SIP 2016-17  
ECDC SIP 2016-17  
Jefferson SIP 2016-17  
JFK SIP 2016-17  
Keller SIP 2016-2017  
Oak Street SIP 2016-17  
Parmenter SIP 2016-17  
ActionA.pdf  
HYA Exec Search.pdf

PledgeStudent.docx

**DAVIS THAYER ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2016-17**

**VISION**

Davis Thayer Elementary 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 students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.

**STRATEGIC OBJECTIVES**

*To help students develop connections to school, support positive behaviors and increase academic achievement, Davis Thayer Elementary 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.*

*To ensure that all students are supported and challenged to reach their full potential, Davis Thayer Elementary School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.*

*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, Davis Thayer Elementary 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.*

*To ensure that all stakeholders are engaged with the school community in support of student achievement, Davis Thayer Elementary School will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.*

**STRATEGIC INITIATIVES**

- Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
  - Continue to support school adjustment counselor to provide trainings to staff as needed throughout the school year.
  - Support school adjustment counselor to provide whole-school communications to families regarding social-emotional learning.
- Continue implementation of Zones of Regulation at the elementary level.
- Continue implementation of Responsive Classroom at the elementary school level.
  - Continue to provide professional development to general education and special education teachers who have not been trained in Responsive Classroom practices.
  - Explore positive behavior intervention systems to facilitate community building and establish a safe learning environment.
- Continue to develop and implement social-emotional learning curriculum in all grade levels.
  - Create a schedule that allows our school

- 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.
  - Utilize professional learning communities to analyze standards and develop rigorous standards based units that support the learning of all students focused on ELA.
  - Create a common planning schedule that supports regular and ongoing teacher and professional development in literacy and math through the collaborative work of the literacy and math specialists.
- Continue development and implementation of alignment and instructional changes of new standards in:
  - Science
  - Digital Learning/Technology
- Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to

- 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 to work with students on core values (RECIPE/Scoops) in class and during school-wide assemblies.
  - Continue to build an inclusive, collaborative, high performing culture that reflects our belief that all children can learn and all educators are committed to continuous growth.
  - Develop guidelines and scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning.
    - Individualized staff development (EdCamp style staff meeting)

- Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
- Continue to develop partnerships with families to support social-emotional learning by working with Davis Thayer's PCC and School Council.
  - Provide outreach and education to parents and families on the signs of student stress and anxiety and offer strategies to support their children.
- Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders.
  - Host family Math and ELA Mornings - "Family Fun Fridays" - across all grades levels in order to increase families' understanding of current instructional practices.
  - Invite and encourage families to participate in the Davis Thayer Open House and other school community events.
  - Share progress and information on goals

<p>adjustment counselor 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.</p> <ul style="list-style-type: none"> <li>○ Create a learning block in the schedule for all students to engage in practices that help to reduce stress and anxiety, and develop self-awareness, self-regulation, and a balanced approach to social emotional learning.</li> <li>● Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition. <ul style="list-style-type: none"> <li>○ Host Walk to School events for students</li> <li>○ Provide opportunities for students to participate in the BOKS before school physical activity program</li> <li>○ Provide fourth and fifth grade students with staff-facilitated recess activities focused on good sportsmanship and physical activity</li> </ul> </li> <li>● Contribute data to support annual presentation to the School Committee to provide update on goals and outcomes.</li> </ul>	<p>improve personalized learning to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>○ Analyze data collected by co-teachers in order to assess the effectiveness of various co-teaching structures.</li> <li>○ Continue to develop team teaching approaches which promote flexible grouping across grade levels to promote opportunities for differentiation.</li> <li>● Continue to develop authentic formative and summative assessment tools (ie. rubrics, data tracking sheets) that are aligned to the standards, clearly track student progress, and provide clear and specific feedback.</li> <li>● Study best practices with regard to homework for grades K-5.</li> <li>● Provide opportunities for two way communication about school and academic programs and initiatives with the goal of increased understanding among all stakeholders. <ul style="list-style-type: none"> <li>○ Communicate with families via school-wide and classroom newsletters, websites, Twitter feeds, etc.</li> <li>○ Provide parent and community outreach and education through PCC presentations.</li> <li>○ Share progress and information on goals during School Council meetings and with PCC.</li> </ul> </li> </ul>	<p>workshops)</p> <ul style="list-style-type: none"> <li>■ Common Planning Time</li> <li>● Support Peer Coaching and other teacher leadership opportunities within the school and the district.</li> <li>● Contribute to the district's 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.</li> <li>● Continue to improve professional development and training around the educator evaluation process. <ul style="list-style-type: none"> <li>○ Ensure calibration between in school evaluators.</li> <li>○ Establish opportunities for clear and ongoing communication between evaluators and educators regarding the educator evaluation process expectations.</li> </ul> </li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> </ul>	<p>during School Council meetings and with PCC.</p> <ul style="list-style-type: none"> <li>● Contribute data to support the annual presentation to School Committee on goals and outcomes</li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> <li>● Continue to foster community service opportunities led by the Bobcat Buddies - Student Leaders</li> <li>● Continue to sustain and develop community partnerships to promote student achievement. <ul style="list-style-type: none"> <li>○ Partnerships with Dean College administration, students and athletes focused on core values and academic achievement.</li> <li>○ Partnerships with Franklin Food Pantry to encourage community service in conjunction with real life application of math skills.</li> </ul> </li> </ul>
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**JEFFERSON ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2016-17**

**VISION**

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

**THEORY OF ACTION**

and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary skills to be productive global citizens in an ever-changing world.

**STRATEGIC OBJECTIVES**

*connections to school, and increase Jefferson science programs and efforts to acquire the skills associated with social emotional*

*To ensure that all students are supported and challenged to reach their full potential, the Jefferson Elementary School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.*

*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 Jefferson Elementary 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.*

*To ensure that all stakeholders are engaged and take ownership with the school community to improve student achievement, the Jefferson Elementary 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.*

**STRATEGIC INITIATIVES**

*at Zones of Proximal Development levels by professional educators and students. Student Responsive*

- Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas.
- Continue development and implementation of alignment and

- Administrators participate in professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication.
- Increase awareness and provide

- Define and implement a shared vision on social and emotional learning with all stakeholders. shared understanding of purpose and the initiative

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- instructional changes of new standards in:
- 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.
    - Provide professional development and ongoing supports in creating high-performing school-based planning teams to promote collaborative planning of targeted instruction based on data.
  - Review current formative and summative assessment and grading practices.
  - Continue to develop authentic formative and summative assessments which are utilized to inform targeted lesson planning and instruction based on students' learning levels.
  - Study best practices with regard to homework for K-5.
  - Develop presentations and forums for parents/guardians to offer informational updates, roll out implementation of initiatives and solicit feedback.
  - Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all

- opportunities to learn, share, appreciate and celebrate cultural diversity through various school-wide heritage month activities: literature and art displays, curriculum connections, resource lists for teachers, and two-way communication and outreach with stakeholders.
- 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 to build an inclusive, collaborative, high performing culture that reflects our belief that all children can learn and all educators are committed to continuous growth.
    - Engage teachers in collaborative inquiry processes through use of protocols and discussion to analyze student work and assessments to plan and provide targeted instruction that will contribute to improved teaching and learning:
      - Professional Learning Communities
      - Professional Development focused on collaborative inquiry approach to

- Continue with family emotional Jefferson families.
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- Develop a to solicit f

School Wellness (AC) to integrate strategies for mental health and nutrition. (meetings with center) to plan for social-emotional learning in the classroom.

stakeholders.

- data driven planning and instruction.
- Support Peer Coaching and teacher leadership opportunities within the district and school.
    - Continue to provide opportunities for peer observations within our school and across district.
  - Contribute to a district 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.
    - Establish opportunities for clear and ongoing communication between evaluators and educators regarding the educator evaluation process expectations.
    - Ensure calibration between school evaluators.

- stakeholder evaluation
- Report progress on school improvement
  - Utilize external resources such as Franklin Education Association for goal setting and planning.

**HELEN KELLER ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2016-2017**

**VISION**

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

**THEORY OF ACTION**

If we nurture a safe, supportive and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social-emotional, academic and career skills to be productive global citizens in an ever-changing world.

**STRATEGIC OBJECTIVES**

*To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social-emotional learning.*

*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.*

*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.*

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

**STRATEGIC INITIATIVES**

- Define social-emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
  - Support School Psychologist to provide trainings to staff throughout the school year.
  - Support School Psychologist, Speech and Language Pathologists and Occupational Therapist to provide whole-school communications to families regarding social-emotional learning.
- Continue implementation of Zones of Regulation at the elementary level in all grade levels
- Continue implementation of Responsive Classroom at the elementary school level.
  - Provide formal training for all remaining classroom teachers.
  - Provide informal training for all Educational Assistants.
  - Provide professional development resources around Responsive Classroom practices for all teachers with an emphasis on Art, Music and PE teachers.
- Continue to develop and implement social-emotional learning curriculum at the elementary level.

- Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas.
- Continue development and implementation of alignment and instructional changes of new standards in:
  - 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.
  - Support teachers and curriculum specialists in further developing high-impact collaborative teams.
  - Evaluate data collected by co-teachers in order to assess the effectiveness of various classroom structures.
  - Support the flexible grouping of students across grade levels to increase opportunities for personalized learning.

- 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 to build an inclusive, collaborative, high performing culture that reflects our beliefs that all children can learn and all educators are committed to continuous growth.
  - Develop guidelines and scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning such as peer observation, CPT, and IST.
  - Differentiate professional development for educators through the Edcamp model.
- Support Peer Coaching and other teacher leadership opportunities within the school and district.

- Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
- Continue to develop partnerships with families to support social-emotional learning by working with Keller's PCC, School Council and Leadership Team.
  - Provide whole-school communications to families regarding social-emotional learning.
  - Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.
- Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders.
  - Seek feedback from families regarding the format and impact of Curriculum Night.
  - Seek feedback from families around the development of evening information sessions.



<ul style="list-style-type: none"> <li>○ Create a schedule that allows the school psychologist to support teachers in the implementation of skill-based lessons with a focus on identifying stressors and behaviors that impede learning and replace with positive supports to increase achievement.</li> <li>○ Continue to embed elements of social-emotional learning initiatives in whole school and grade level Morning Meetings centered around what it means to be a Keller Kid.</li> <li>○ Create time in the schedule for all students to participate in learning strategies that help to reduce stress and anxiety, and develop self-awareness, self-regulation, and a balanced approach to social-emotional learning.</li> <li>● Using Keller's Instructional Support Team (IST) as a model, develop a Behavioral Emotional Support Team (BEST).</li> <li>● Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.</li> <li>● Foster partnerships to support social-emotional learning in the community at large.</li> <li>● Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition. <ul style="list-style-type: none"> <li>○ Partner with Safe Routes to School to promote active transportation to and from school.</li> <li>○ Offer BOKS sessions for all students that are powered by parent and school volunteers.</li> </ul> </li> <li>● Continue to further develop Keller's Best Buddies model and begin a Best Buddies Promoters Group.</li> <li>● Contribute data to support annual presentation to School Committee on goals and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● Review current formative and summative assessment and grading practices.</li> <li>● Study best practices with regard to homework for all grades K-5.</li> <li>● Participate in a task force to study best practices with regard to homework and make recommendations for K-5 homework practices.</li> <li>● Continue to further implement a school-based Student Success Team that includes an Instructional Support Team (IST) focused on providing support to teachers to meet the needs of all students.</li> <li>● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. <ul style="list-style-type: none"> <li>○ Seek feedback from families regarding the format and impact of Curriculum Night.</li> <li>○ Seek feedback from families around the development of evening information sessions.</li> <li>○ Share meeting agendas and notes from committees and groups.</li> <li>○ Post grade level and whole school Morning Meeting information.</li> <li>○ Invite families to attend presentations around physical, emotional and cyber safety sponsored by the School Council.</li> <li>○ Invite families to attend morning coffees &amp; evening information sessions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Contribute to 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.</li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process. <ul style="list-style-type: none"> <li>○ Ensure calibration between in school evaluators.</li> <li>○ Establish opportunities for clear and ongoing communication between evaluators and educators regarding the educator evaluation process expectations.</li> </ul> </li> <li>● Continue to improve professional development and training around the educator evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>○ Share meeting agendas and notes from committees and groups.</li> <li>○ Post grade level and whole school Morning Meeting information.</li> <li>○ Invite families to attend presentations around physical, emotional and cyber safety sponsored by the School Council.</li> <li>○ Invite families to attend morning coffees &amp; evening information sessions.</li> <li>○ Share progress on and elicit discussion about goals during School Council meetings and PCC meetings to promote shared understanding and decision making.</li> <li>● Provide data to support and help to report progress on School and District Improvement Plans to community via school committee meetings.</li> <li>● Contribute data to support annual presentation to School Committee on goals and outcomes</li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> <li>● Use results of 2015-16 SWAC Community Engagement Survey to inform revisions to SWAC policy and goals</li> <li>● Utilize existing systemic structures such as School Council, PCC, Franklin Education Foundation, and business partnerships to inform goal setting and improvement planning.</li> <li>● Continue to sustain and further develop community partnerships with the Senior Center, Food Pantry, Tri-County High School and Best Buddies to promote student achievement.</li> </ul>
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Oak Street Elementary  
School Improvement Plan  
2016-17

**VISION**

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

**THEORY OF ACTION**

If we nurture a safe, supportive and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.

**STRATEGIC OBJECTIVES**

*To help students develop connections to school, support positive behaviors and increase academic achievement, Oak Street Elementary 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.*

*To ensure that all students are supported and challenged to reach their full potential, Oak Street Elementary will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.*

*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, Oak Street Elementary 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.*

*To ensure that all stakeholders are engaged with the school community in support of student achievement, Oak Street Elementary will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.*

**STRATEGIC INITIATIVES**

Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.

- Continue implementation of Zones of Regulation at the elementary level in all grade levels.
  - Create time in the schedule for all students to participate in learning strategies that help to develop self-awareness, self-regulation, and a balanced approach to social-emotional learning.
  - Provide support to the teachers and counselors in the delivery of skill based lessons created by the school psychologist.
- Introduce and implement a new social-emotional learning curriculum at all grade levels within the REACH program.
  - Provide training to REACH educators in Lion's Quest curriculum
- Continue implementation of Responsive Classroom.
  - Provide building based professional development and teacher directed support
  - Train educators new to this approach during the school year
  - Facilitate morning meetings across grade

- Continue development and implementation of alignment and instructional changes of new standards in:
  - 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.
  - Develop team teaching approaches which promote flexible grouping across grade levels to promote increased opportunities for differentiation.
  - Support the co-teaching model and continue to explore the various ways this approach supports all learners.
  - Analyze data collected by co-teachers in order to assess the effectiveness of various co-teaching structures.
- Review current formative and summative

- 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 to work with students on core values in class and during school-wide assemblies (ACORNS).
  - Continue to provide professional learning opportunities during faculty meetings on how to create and maintain a strong collaborative culture.
- Support Peer Coaching opportunities within the district and continue to promote teacher leadership in all areas.
- Continue to build an inclusive and collaborative culture committed to continued growth for teachers and students.
  - Develop guidelines and time in the schedule

- Define and disseminate information on social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
- Continue to develop partnerships with families to support social-emotional learning by working with Oak Street's School Council.
  - Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.
- Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders.
  - Invite families to participate in workshops facilitated by teachers before Curriculum Night.
  - Share progress and information on goals during School Council meetings and with PCC.
  - School Psychologist to present to stakeholders (PCC, Solutions after school program, YMCA, etc.)

<p>levels and during school-wide assemblies (administration)</p> <ul style="list-style-type: none"> <li>● Continue to develop partnerships with families to support social-emotional learning by working with Oak Street's School Council. <ul style="list-style-type: none"> <li>○ Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.</li> </ul> </li> <li>● Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition.</li> <li>● Plan for collaborative meetings with partner school (Kennedy) to train and plan for ways to implement social- emotional learning strategies into the classroom.</li> <li>● Contribute data to to support annual presentation to school committee on goals and outcomes.</li> </ul>	<p>assessment and grading practices.</p> <ul style="list-style-type: none"> <li>○ Schedule additional time for data analysis.</li> <li>● Review and revise Oak Street's Instructional Support Team (IST). <ul style="list-style-type: none"> <li>○ Create professional development opportunities designed to strengthen educator understanding of Tier I and Tier II supports.</li> <li>○ Create time in the schedule for targeted interventions.</li> </ul> </li> <li>● Study best practices with regard to homework for all grades.</li> <li>● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. <ul style="list-style-type: none"> <li>○ Invite families to participate in workshops facilitated by teachers before Curriculum Night.</li> <li>○ Share progress and information on goals during School Council meetings and with PCC.</li> </ul> </li> </ul>	<p>for educators to engage in collaborative practices such as peer observation, learning walks, CPT, and PLCs.</p> <ul style="list-style-type: none"> <li>○ Differentiate professional development for teachers together with partner school (Kennedy).</li> <li>● Engage in and contribute to the 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.</li> <li>● Continue to improve professional development and training around the educator evaluation process.</li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>● Contribute data to support annual presentation to School Committee on goals and outcomes</li> <li>● Collaboration with SAFE Coalition to facilitate educational programs.</li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> <li>● Use results of 2015-16 SWAC Community Engagement Survey to inform revisions to SWAC policy and goals</li> <li>● Use the results of the Spring 2016 SPED Program Evaluation, including student, parent and staff feedback to set program goals</li> <li>● Provide data to support and help to report progress on School and District Improvement Plans to community via school committee meetings.</li> </ul>
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G.M. PARMENTER ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2016-2017

**VISION**

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

**THEORY OF ACTION**

If we nurture a safe, supportive and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.

**STRATEGIC OBJECTIVES**

*To help students develop connections to school, support positive behaviors and increase academic achievement, the G.M. Parmenter 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.*

*To ensure that all students are supported and challenged to reach their full potential, the G.M. Parmenter School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.*

*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 G.M. Parmenter 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.*

*To ensure that all stakeholders are engaged with the school community in support of student achievement, the G.M. Parmenter School will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.*

**STRATEGIC INITIATIVES**

- Define social-emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
  - Educate school community on strategies and benefits of social-emotional learning during whole school meetings.
- Continue implementation of Zones of Regulation in all grade levels.
- Continue implementation of Responsive Classroom in all grade levels
  - Continue to provide professional development to teachers who have not been trained in Responsive Classroom

- Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas.
  - Work collaboratively with grade level teams to design rigorous standards-based units using the Understanding by Design approach.
- Continue development and implementation of alignment and instructional changes of new

- Administrators participate in and support professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication.
  - Provide clear and specific feedback through written observation reports and post observation conferences (continuous engagement in professional dialogue).
- Strengthen our school culture and climate through the development and support of the Character Education Committee

- Define social-emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
  - Educate school community on strategies and benefits of social-emotional learning during whole school meetings.
  - Provide resources, information, and updates to parents about social-emotional learning during Open House and PCC meetings.
  - Invite parents to participate in monthly SEL blocks with students.

<p>practices.</p> <ul style="list-style-type: none"> <li>● Continue to develop and implement social-emotional learning curriculum in all grade levels. <ul style="list-style-type: none"> <li>○ Create a schedule that allows our school psychologist 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.</li> <li>○ Create a learning block in the schedule for all students to engage in practices that help to reduce stress and anxiety, and develop self-awareness, self-regulation, and a balanced approach to social emotional learning.</li> <li>○ Continue work of Character Education Committee to align community meeting agendas/activities with social-emotional learning initiatives.</li> </ul> </li> <li>● Foster partnerships to support social-emotional learning in the community at large. <ul style="list-style-type: none"> <li>○ Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.</li> </ul> </li> <li>● Collaborate with the School Wellness Advisory Council (SWAC) to implement initiatives around goals for mental health, physical activity and nutrition.</li> <li>● Plan for collaborative meetings with partner school (Jefferson) to train and plan for ways to regularly implement social-emotional learning strategies into the classroom.</li> <li>● Under the guidance of the Character Education Committee, continue to develop ways to integrate the social and academic curricula.</li> <li>● Contribute data to support annual presentation to School Committee to provide update on goals and outcomes.</li> </ul>	<p>science and digital learning/technology standards.</p> <ul style="list-style-type: none"> <li>● 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. <ul style="list-style-type: none"> <li>○ Provide professional development and ongoing supports in creating high-performing school-based planning teams to promote collaborative planning of targeted instruction based on data.</li> <li>○ Provide professional development opportunities to enhance educator practice with growing high achieving learners.</li> <li>○ Continue to develop team teaching approaches that promote flexible grouping across the grade level in order to meet the needs of all students.</li> </ul> </li> <li>● Continue to develop authentic formative and summative assessments, grading practices, and assessment tools (i.e. rubrics, data tracking sheets) that are aligned to the standards, clearly track student progress, and provide clear and specific feedback.</li> <li>● Continue to develop our Instructional Support Team (IST)/Response to Intervention (Rti) process to include grade level interventions focused on targeted goals, skills, progress tracking.</li> <li>● Continue the implementation of Genius Hour in various classrooms.</li> <li>● Study best practices with regard to</li> </ul>	<p>and Community Building Team.</p> <ul style="list-style-type: none"> <li>● 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. <ul style="list-style-type: none"> <li>○ Continue to build an inclusive, collaborative, high performing culture that reflects our belief that all children can learn and all educators are committed to continuous growth.</li> <li>○ Develop guidelines and scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning: <ul style="list-style-type: none"> <li>■ Individualized staff development (EdCamp style staff meeting workshops)</li> <li>■ Art Connection/ Professional Development Block</li> <li>■ Common Planning Time (CPT)</li> </ul> </li> </ul> </li> <li>● Support Peer Coaching and other teacher leadership opportunities within the school and district. <ul style="list-style-type: none"> <li>○ Continue to provide opportunities for peer observations within our school and across district.</li> </ul> </li> <li>● Contribute to district 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.</li> <li>● Continue to improve professional development and training around the educator evaluation process. <ul style="list-style-type: none"> <li>○ Establish opportunities for clear and ongoing communication between</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continue to develop partnerships with families to support social-emotional learning by working with Parmenter's PCC and individual families. <ul style="list-style-type: none"> <li>○ Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.</li> </ul> </li> <li>● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. <ul style="list-style-type: none"> <li>○ Engage parents in discussion and decision-making during monthly PCC meetings.</li> <li>○ Engage staff members in the decision-making process for school initiatives during monthly Community Building Team meetings.</li> <li>○ Host Family Math Mornings for each grade level in order to educate and engage families in common math experiences.</li> </ul> </li> <li>● Contribute data to support annual presentation to School Committee on goals and outcomes</li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> <li>● Use results of 2015-16 SWAC Community Engagement Survey to inform revisions to SWAC policy and goals. <ul style="list-style-type: none"> <li>○ Implement specific SWAC goals and action plans, such as the Fit &amp; Lit program.</li> </ul> </li> <li>● Report progress on School Improvement Plan to community via school committee meetings.</li> <li>● Utilize existing systemic structures such as school councils, PCC, Franklin Education Foundation, and business partnerships to inform goal setting and</li> </ul>
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	<p>homework in grades K-5 and make necessary adjustments to homework practices.</p> <ul style="list-style-type: none"> <li>● Provide opportunities for two-way communication about school academic programs and initiatives with the goal of increased understandings among all stakeholders.</li> </ul>	<p>evaluators and educators regarding expectations for student learning and the educator evaluation process.</p> <ul style="list-style-type: none"> <li>○ Ensure calibration between school evaluators.</li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> </ul>	<p>improvement planning.</p> <ul style="list-style-type: none"> <li>○ Communicate with families via school-wide and classroom newsletters, blogs, Twitter feeds, etc.</li> <li>○ Provide parent and community outreach and education through PCC presentations and Curriculum Night.</li> <li>○ Share progress and information on goals during School Council and PCC meetings - while soliciting feedback.</li> </ul>
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**FRANKLIN PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
ECDC 2016-17**

**VISION**

ECDC, as part of the Franklin Public Schools, 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 students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.

**STRATEGIC OBJECTIVES**

*To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.*

*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.*

*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.*

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

**STRATEGIC INITIATIVES**

- Introduce and implement a developmentally appropriate version of Zones of Regulation in all classrooms.
- Introduce and implement a developmentally appropriate version of Social Thinking in all classrooms.
- Continue to train teachers in the Responsive Classroom at ECDC with the goal of training the remaining 4 preschool teachers this school year.
- Introduce school psychologist to the ECDC community, building in time for her provide skill based lessons to support students in identifying stressors, and behaviors that impede learning and replace with positive supports to increase achievement.
- Continue to develop and utilize community partnerships, such as with Self Help, Inc. and the Fitzgerald Institute, to support Social Emotional Learning through parent and staff trainings.
- Expand and redefine the valuable partnership ECDC has with our Senior Friends collaboration at the Franklin Senior Center.
- Expand connections with the HMMS beyond our

- Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks
  - Work collaboratively to design rigorous standards-based units using the Understanding by Design approach
  - Ensure the newly adopted *Pre-School and Kindergarten Standards in the Domains of Social-Emotional Development and Approaches to Play and Learning* are embedded in all newly developed units
  - Prepare completed curriculum units to be published as a complete package by the end of 2017-18 school year
- Expand the implementation of Teaching Strategies Gold as an ongoing authentic assessment tool
  - Extend use to 100% of ECDC Students in inclusion settings

- Administrators participate in and support 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's and school's instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving.
- Establish regular opportunities for related service providers to work collaboratively in classrooms with teachers and educational assistants to provide ongoing consultation, coaching and modeling to support best practice for all students.
- Continue to improve professional development and training around the educator evaluation process by:
  - Establishing opportunities for clear and ongoing communication between evaluator and educators regarding expectations for student learning and the educator evaluation process.

- 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
- 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 understandings among all stakeholders.
  - Invite families to participate in Orientation before school starts and Curriculum Open Houses (families learn through discovery) in October and in the spring to learn more about teaching and learning at the preschool level
  - Communicate with families via school-wide and classroom blogs, websites, Twitter feeds etc.
  - Provide outreach and education through PCC presentations, EI collaborations

<p>extensive Best Buddies collaboration to include new opportunities around literacy and social emotional learning.</p> <ul style="list-style-type: none"> <li>● Develop and implement playgroups to support families of at risk populations <ul style="list-style-type: none"> <li>○ In collaboration with Early Intervention, establish and facilitate a monthly play group for families with children with disabilities receiving early intervention services 6 months prior to their child's potential transition date ( 3rd birthday)</li> <li>○ In collaboration with Self Help, Inc establish and facilitate a monthly play group for current ECDC families who are English Language Learners.</li> </ul> </li> <li>● With the support of the PCC and staff members, reinvent and restock our parent resource lending library</li> </ul>	<ul style="list-style-type: none"> <li>○ Expand user access to include related service providers and educational assistants to ensure comprehensive authentic skill assessment</li> <li>○ Adopt 2-3 more standard areas for assessment during this school year</li> <li>● 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.</li> <li>● Provide professional staff time to plan and scaffold curriculum to meet the diverse needs of children with and without IEPs.</li> <li>● Expand the use of technology as a tool for teaching and learning that respects the social, emotional, cognitive and developmental needs of preschoolers <ul style="list-style-type: none"> <li>○ ECDC teachers and principal will participate in the FPS Digital Learning Committee and/or technology conferences to identify new ways for teachers and students to utilize technology</li> <li>○ Analyze the use of technology options for preschoolers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Support peer coaching and other teacher leadership opportunities within the school and district.</li> <li>● Contribute to district 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.</li> </ul>	<p>(playgroups and joint meetings) and Connections! Parent network group</p> <ul style="list-style-type: none"> <li>○ Continue to regularly share progress and information on goals with PCC and Connections!</li> <li>○ Provide multiple opportunities for families to participate in Volunteer Orientation to ensure the highest number of families can come and participate in their child's learning</li> <li>● Participate in the district-wide development and implementation of a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> <li>● Use the results of the Spring 2016 SPED Program Evaluation, including student, parent and staff feedback to set program goals</li> <li>● Report progress on School and District Improvement Plans to community via school committee meetings.</li> <li>● Utilize PCC, Franklin Education Foundation, and business partnerships to inform goal setting and improvement planning.</li> <li>● Continue to offer a regularly scheduled Coffee with the principal as an opportunity for families to "chat" about current issues</li> </ul>
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**J.F.KENNEDY ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2016-17**

**VISION**

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

**THEORY OF ACTION**

If we nurture a safe, supportive and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.

**STRATEGIC OBJECTIVES**

*To help students develop connections to school, support positive behaviors and increase academic achievement, the J.F. Kennedy 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.*

*To ensure that all students are supported and challenged to reach their full potential, the J.F.Kennedy School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.*

*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 J.F.Kennedy 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.*

*To ensure that all stakeholders are engaged with the school community in support of student achievement, the J.F.Kennedy School will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.*

**STRATEGIC INITIATIVES**

- Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
  - Support school psychologist to provide trainings to staff throughout the school year.
  - Support school psychologist to provide whole-school communications to families regarding social-emotional learning.
- Continue implementation of Zones of Regulation at the elementary level in all grade levels.
- Continue implementation of Responsive Classroom at the elementary level.
  - Continue to provide professional development and resources to teachers who have not been trained in Responsive Classroom practices.
- Continue to develop and implement social-emotional learning curriculum at the elementary level.
  - Create a schedule that allows the school psychologist to support teachers in the implementation of skill-based lessons with a focus on identifying stressors and behaviors that impede learning and replace with positive supports to increase achievement.
  - Continue work of Core Values Committee to

- Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas.
  - Create a common planning schedule that supports regular and ongoing teacher professional development in literacy and math through collaborative work with the literacy and math specialists.
- Continue development and implementation of alignment and instructional changes of new standards in:
  - 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.
  - Develop and support high-performing school-based teams to promote collaborative planning of targeted instruction based on data.
  - Provide professional development

- 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 to build an inclusive, collaborative, high performing culture that reflects our belief that all children can learn and all educators are committed to continuous growth.
  - Develop guidelines and scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning such as peer observation, CPT, IST, and PLCs.
  - Differentiate professional development for educators in collaboration with partner school (Oak)
- Support the work of Peer Coaching and other teacher leadership opportunities within the school

- Define and disseminate information on social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.
- Continue to develop partnerships with families to support social-emotional learning by working with Kennedy's PCC and individual families.
  - Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.
- Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders.
  - Invite families to participate in Curriculum Afternoon, JFK Open House, and other school community events.
  - Share progress on and elicit discussion about goals during School Council meetings and PCC meetings to promote shared understanding and decision making.
- Contribute data to support annual presentation to

<p>align community meeting agendas/activities with social emotional learning initiatives.</p> <ul style="list-style-type: none"> <li>○ Create time in the schedule for all students to participate in learning strategies that help to reduce stress and anxiety, and develop self-awareness, self-regulation, and a balanced approach to social/emotional learning.</li> <li>● Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children through PCC presentation(s) and school newsletters.</li> <li>● Foster partnerships to support social-emotional learning in the community at large.</li> <li>● Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition.</li> <li>● Plan for collaborative meetings with partner school (Oak) to plan for ways to implement Social Emotional Learning Strategies into the classroom.</li> <li>● Contribute data to support annual presentation to School Committee on goals and outcomes</li> </ul>	<p>opportunities to enhance educator practice with growing high achieving learners.</p> <ul style="list-style-type: none"> <li>○ Continue to develop team teaching approaches which promote flexible grouping across grade levels to promote increased opportunities for differentiation.</li> <li>○ Promote sharing of effective instructional practices during peer observations and faculty meetings</li> <li>● Review current formative and summative assessment and grading practices. <ul style="list-style-type: none"> <li>○ Continue development of authentic formative and summative assessments, grading practices, and assessment tools (i.e. rubrics, data tracking sheets) that are aligned to the standards, clearly track student progress, and provide clear and specific feedback.</li> </ul> </li> <li>● Study best practices with regard to homework for all grades K to 5. <ul style="list-style-type: none"> <li>○ Analyze articles/reports and discuss varying viewpoints with faculty and school council</li> <li>○ Survey school community (students, teachers, families) regarding current and desired homework practices</li> </ul> </li> <li>● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. <ul style="list-style-type: none"> <li>○ Invite families to participate in Curriculum Afternoon in September and JFK Open House in October to learn more about grade level curricular expectations.</li> <li>○ Communicate with families via school-wide and classroom newsletters, blogs, websites, Twitter feeds etc.</li> <li>○ Provide outreach and education through PCC presentations</li> <li>○ Share progress and information on goals during School Council meetings and with PCC.</li> </ul> </li> </ul>	<p>and district.</p> <ul style="list-style-type: none"> <li>○ Establish a Peer Observation committee to grow and formalize current peer visit initiative</li> <li>● Contribute to district 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.</li> <li>● Continue to improve professional development and training around the educator evaluation process. <ul style="list-style-type: none"> <li>○ Establish opportunities for clear and ongoing communication between evaluators and educators regarding the educator evaluation process expectations.</li> <li>○ Ensure calibration between school evaluators.</li> </ul> </li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> </ul>	<p>School Committee on goals and outcomes</p> <ul style="list-style-type: none"> <li>● Collaboration with SAFE Coalition to facilitate educational programs.</li> <li>● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> <li>● Use results of 2015-16 SWAC Community Engagement Survey to inform revisions to SWAC policy and goals</li> <li>● Use the results of the Spring 2016 SPED Program Evaluation, including student, parent and staff feedback to set program goals</li> <li>● Provide data to support and help to report progress on School and District Improvement Plans to community via school committee meetings.</li> <li>● Utilize existing systemic structures such as school council, PCC, Franklin Education Foundation, and community partnerships to inform goal setting and improvement planning.</li> </ul>
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# Lifelong Learning Institute

Franklin School Committee, September 27, 2016





# Lifelong Learning Institute

- An overview of Summer 2016
- A presentation on the High School Experience, Class of 2020
- Updates on Solutions, Lifelong Music Academy, Adult Education and Community Learning

# Summer Program ... Multiple Experiences

## Franklin Public Schools Summer 2016

The 57th summer of enrichment and academic courses  
for students entering grades K to 12

	Look what can be created by combining 32 congruent irregular shapes at Math Academy!
In Forensic Science, students use the Cyanoacrylate Fuming Chamber to develop and identify fingerprints.	
	Using a micropipet, students create unique designs with tiny volumes of fluid!
Students create one of a kind art in STAR Funky Furniture.	



### Lifelong Learning Institute

Welcome to Summer 2016!

Code to the Future  
Common App Bootcamp  
Forensic Science  
High School Academic Support  
High School Experience  
Oceans of Fun 1 and 2  
Ready Set Kindergarten  
Solutions Summer Adventure  
STAR  
Summer Art Institute  
Summer Math Academy  
Summer Music Program  
Summer Musical Theatre  
TV Production for Middle School  
Writing Your College Essay  
lifelong@franklin.k12.ma.us  
508 553 4814

[www.FranklinLifelongLearning.com](http://www.FranklinLifelongLearning.com)

# Forensic Science

## Fingerprints



Forensic  
Science  
Blood splatter  
analysis



Summer Art  
Institute  
Drawing &  
Painting





Summer Art  
Institute  
Art Show



Summer Art  
Institute  
  
Art Show



Solutions  
All Things Legos



# Solutions

Red White and  
Blue week



# Solutions

Game Show  
Mania week



## Math Academy

Challenge: Build a structure out of newspaper, cardboard & tape ...strong enough to hold books. Built by 4<sup>th</sup> grader.



Math  
Academy  
Dune buggy  
built by 3<sup>rd</sup>  
grader



STAR &  
Harry Potter  
Quidditch with  
“Noodles”





# STAR & Harry Potter

Star Hogwarts  
scientists ...



# Musical Theatre

12 Months of  
Broadway



Summer Music  
Summer Glee



Summer Music  
Elementary  
Strings



# Summer Music



## Additional initiatives:

- Writing Your College Essay
- Common App Bootcamp
- High School Academics
- Code to the Future
  - MinecraftScratch
  - Minecraft Modding
- Adult Volleyball, Basketball, Yoga
- Private Music Lessons

# High School Experience

Kristin Letendre Cerce  
Jessi Fanuele

# High School Experience 2016

Director: Kristin Letendre Cerce

Asst. Directors: Miriam Connolly, Jessi Fanuele, Michelle Hess

## ▪ Participants:

- 360 freshmen participants
- 28 FHS faculty members
- 18 student leaders
- 102 peer mentors

## ▪ Program Highlights:

- Meet peers, FHS staff & peer mentors
- Tour & scavenger hunt
- Chromebook & student ID distribution
- Project Adventure team building challenges
- Class motto, Navigating FHS, Academic sessions
- 7 *Habits of Highly Effective Teens* sessions
- New Logo
- Student & Team recognition





# High School Experience 2016

