



Framingham High School School Improvement Plan 2017-2020

School Council Membership

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Meeting Dates:

October 18, 2017
November 8, 2017
December 13, 2017
January 17, 2018
February 13, 2018
March 14, 2018
April 12, 2018

Mission Statement, Expectations for Student Learning, and Vision of the Graduate

MISSION STATEMENT

The mission of Framingham Public Schools, a system that understands and values our diversity, is to educate each student to learn and live productively as a critically thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by highly-qualified and diverse staff and supported by comprehensive services in partnership with our entire community.

Framingham High School will provide students with a comprehensive, challenging and diverse learning environment, which will enable our students to become successful members of the global community.

EXPECTATIONS FOR STUDENT LEARNING

Framingham High School will provide students with a comprehensive, challenging and diverse learning environment, which will enable our students to become successful members of the global community.

ACADEMIC

Students at Framingham High School will:

- Write and speak clearly and effectively
- Read actively and critically
- Listen actively and effectively
- Demonstrate research skills by finding and using information efficiently, critically, and ethically
- Use technological tools and resources effectively
- Understand and apply interdisciplinary problem solving skills

CIVIC/SOCIAL

Students at Framingham High School will:

- Promote a school community that values human differences and challenges stereotypes
- Work collaboratively
- Participate in activities that connect the school with the local and global community
- Maintain standards of academic and intellectual integrity, responsibility, and honesty
- Understand and pursue general wellness

VISION OF THE GRADUATE

“**Vision of the Graduate** emphasizes a holistic view of expectations for students, including the transferable skills, content, understandings, and disposition that students should have by the time they graduate and a method of assessing a student’s progress toward that vision. Within these themes, we’ve sought to reflect current research and significant input from practitioners and member schools. We offer many thanks to the commitment of so many dedicated volunteers and contributors for their time, energy, and direction.” (NEASC 2020 Standards for Accreditation)



SCHOOL COUNCIL MISSION

The mission of the FHS School Council is to bring together a diverse group of stakeholders who are committed to advancing school improvement at Framingham High School. The School Council has an important voice in deliberating strategies that will advance student learning opportunities. The Council makes recommendations and supports the Principal in the development of the School Improvement Plan.

EXECUTIVE SUMMARY

It is a privilege to work among exceptional students, faculty, and staff at Framingham High School and Thayer Academy. A growth mindset of optimism and possibilities steers the positive school climate where diversity of people and ideas are celebrated as pillars of strength and unity. Students and faculty have a strong sense of belonging and purpose and this pride shines brightly throughout the school. The strength of our academic programs, co-curricular activities, and the relationships among all members of our learning community lead to the scholarly, curious, affable, and dedicated students, faculty, and staff at Framingham High School and Thayer Academy.

As a school community, we are engaged in a 3-year NEASC Accreditation process. All faculty and staff are assigned to one of 5 Standards for Accreditation and have collaborated on the Vision for the Graduate. The Look Back Committee formulated a memorable acronym to capture the essence of our Vision for the Graduate (see above). The focus of our profession time has been spent gathering evidence of our alignment with the NEASC Standards and Foundational Elements for accreditation. Narratives will be written for the Self Reflection report based on the evidence and the identification of high priority need areas will emerge. The

School Improvement Plan is rife with references to NEASC the Standards for Accreditation. The Self Reflection report and School and School Growth Plan will be closely aligned to the longitudinal School Improvement Plan. The FHS SIP will be modified to be inclusive of the School Growth Plan and recommendations resulting from the November 2018 NEASC Collaborative Conference.

FHS students continue to thrive academically. Selective college admissions, National Merit Scholars, and exceptional achievement on high stakes testing continue to be a hallmark of our school community. In 2017 AP qualifying scores were 30 points about the global average, 20 points above the state average, and 165 students earned an AP Scholar designation. MCAS outcomes remain strong however improvement is needed in closing the achievement gap for our ELL students. The 2017 MCAS outcomes reveal that FHS is 18% below the state in closing the achievement gap in English for our ELL's and 20% below the state in closing the achievement gap for ELL's in mathematics. Hiring bilingual educators, preferably fluent in both Spanish and Portuguese, has proven to be a challenge. We are working with the Bilingual Education Department in their efforts to secure bilingual educators through the Visiting Teacher Program in collaboration with the Consulate General of both Spain and Portugal.

Significant time has been devoted to investigating Early College pathways for students who are first generation college and those who are underrepresented in college admission. In collaboration with FPS Central Administration, Framingham State University, and Massachusetts Bay Community College, we will continue strategic planning to ensure equity and access to higher education for all of our students. Innovative academic pathways are vital to reducing the dropout rate which was 3.1% in 2017 more than double the 1.5% drop out rate in 2016. The profile of students who drop out are older students aged 18-23 with 10.3 percent being ELL students. MCAS remediation is also a priority for students at risk for dropping out.

SCHOOL COUNCIL GOALS

Standard I: Curriculum, Planning, and Assessment

The Framingham Public Schools “promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives” (DESE, 2012).

#1: School Improvement Goal

Ensure that there is a written curriculum that has a consistent format among courses and disciplines. Curriculum maps will have units of study with guiding questions, learning objectives, assessment practices, instructional strategies, WIDA standards, tiered vocabulary, and integrates the dispositions in the Vision of the Graduate. National, state, and local data will be used to identify areas for instructional improvement and growth.

School Improvement Goal Statement of Purpose

A common written curriculum provides students and families with a roadmap as to what students will learn, and be able to do, as a result of having taken a course. Curriculum maps and unit plans are essential to meeting the learning needs of all students, planning authentic learning experiences, establishing student learning goals, and providing choice for students to demonstrate application of knowledge. Data sources provide targeted focus on areas needing improvement and strengths in instructional practice.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
|---|-----------|--|---|---|
| Collaborations with Department Heads, audit curriculum maps | 2017-2019 | High Leverage Goal 1.0 Develop a shared understanding of high quality instruction, including content and instructional strategies, by all staff and executed in all classrooms and instructional settings. | Units of study that meet the diverse learning needs of all students. | Collaboration time |
| Create common formative and mid-year assessments | 2017-2020 | High Leverage Goal 1.0 Develop a shared understanding of high quality instruction, including content and instructional strategies, by all staff and executed in all classrooms and instructional settings. | Consistency in assessments across disciplines | Collaboration time |
| MCAS/PSAT data analysis and interventions | 2017-2020 | High Leverage Goal 1.1 Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback. | Strategic focus on student learning needs based on data Enrichment courses to remediate student learning needs | Provide DH's with access to Edwin for data analysis College Board presentation on PSAT data analysis |

Standard II: Teaching All Students

The Framingham Public Schools “promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency” (DESE 2012). We

understand that when we attend to the social-emotional learning needs of our students, then our students are empowered to construct their own learning.

#1: School Improvement Goal

Evaluate FHS alignment to the new NEASC Research Based Standards for Accreditation. Engage in the Self Reflection process through an evaluation of current conditions for student learning, capacity for continuous growth, identify priority areas for School Growth Plan, and establish the Vision of the Graduate.

School Improvement Goal Statement of Purpose

Identifying the priority areas for growth will create school wide goals to improve student learning, professional practice, student supports, and learning resources.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
|--|--|--|---|--|
| Faculty and Staff assigned to Standards Steering Committee Self-Reflection Committee | 2017-2018 | High Leverage Goal 2.2 Support a culture of rigor and excellence for all students in all settings. | Self Reflection report Evidence collection Narrative for each Standard | PD time |
| NEASC Collaborative Conference | 2018-2019 | High Leverage Goal 2.2 Support a culture of rigor and excellence for all students in all settings. | Peer review and report of current conditions, recommendations for Growth Plan based on findings and Self Reflection | PD time Financial resources for Collaborative Conference team (up to 8 educators for 1-2 days) hotel, meals |
| Create School Growth Plan | 2018-19 (after Collaborative Conference) | High Leverage Goal 2.0 Promote academic achievement and social and emotional growth for all students. | School wide goals for growth are established | |
| Decennial Accreditation Visit and Feedback | 2019-2020 | High Leverage Goal 2.0 Promote academic achievement and social and emotional growth for all students. | NEASC assessment of school progress on implementing School Growth Plan | PD time Financial resources for Decennial Accreditation team (up to 8 educators for 3-4 days) hotel, meals |

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#2: School Improvement Goal

Personalized learning and SEL supports for all students that provide access to 21st Century learning opportunities, research/project based learning, and early college initiatives with higher education partners.

School Improvement Goal Statement of Purpose

Approximately 20 percent of the student population struggles to adapt to the traditional model of high school. The dropout rate has increased from 1.5% in 2016 to 3.1% in 2017. The dropout rate for our EL students has reached over 10%. It is urgent that we embark on new learning pathways for our students to cultivate purpose and meaning in their learning. Thayer Academy and SEL support programs including RFL, Phoenix, Bridge, and Cornerstone serve to accommodate social and emotional needs that support students learning. The missing link for some of our most at risk students is identifying innovative learning pathways that lead to a high school diploma.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
|---|-----------|--|---|---|
| Identify and recruit students for each ECHS program | 2017-2020 | High Leverage Goal 2.1 Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs. | Improved graduation rates Decreased dropout rate Students earning college credits in HS | Staff TBD Transportation |
| Collaborative meetings with Higher Ed. partners | 2017-2020 | High Leverage Goal 2.1 Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs. | Courses, staffing, sites, data collection for higher ed. grants | None |
| Visit schools with successful alternative learning pathways, evening programs | 2018-2019 | High Leverage Goal 2.1 Deliver targeted supports and interventions based on | Strategic programmatic planning with iSchool team | Budget TBD based on program recommendations |

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| | | the analysis of data and identification of student-specific needs. | | |
| Research schools that have a support block in the master schedule | 2018-2019 | High Leverage Goal 2.1 Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs. | Students access academic, SEL support, learning assemblies | Professional Time |
| AP Capstone course | 2017-2020 | High Leverage Goal 2.2 Support a culture of rigor and excellence for all students in all settings. | Students enrolled in AP Seminar and Research course, investigate topic of academic interest | AP Summer Institute for two teachers |
| Online modules for credit recovery | 2018-2020 | High Leverage Goal 2.1 Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs. | Students who are absent for an extended period have continuity of curriculum and learning | PD time |
| Co-curricular appeal process | 2017-2018 | High Leverage Goal 2.1 Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs. | Students who are academically ineligible will have two opportunities to become eligible | Create policy and process |

Standard III: Family and Community Engagement

The Framingham Public Schools “promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations” (DESE 2012).

#1: School Improvement Goal

Strengthen school, family, and community partnerships to meet student learning needs and priority areas on the School Growth Plan.

School Improvement Goal Statement of Purpose

Strong partnerships will serve to advance learning opportunities for our students.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
|--|-----------|---|---------------------------------------|---|
| Flyer Family Updates | 2017-2020 | High Leverage Goal 3.0 Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools. | Keep families informed of school news | None |
| Collaborations with Higher Ed. and business partners | 2017-2020 | High Leverage Goal 3.0 Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools. | Create new learning opportunities | None |
| FHS website and twitter updates | 2017-2020 | High Leverage Goal 3.0 Foster community partnerships and support, engage and collaborate with every family in the educational | Timely posting of information | None |

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|---------------------------------|-----------|---|---|---|
| | | mission of the Framingham Public Schools. | | |
| College Fairs and campus visits | 2017-2020 | High Leverage Goal 3.0 Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools. | Underrepresented and first generation students meet with college partners | Transportation |
| Step Up Day | 2018-2020 | High Leverage Goal 3.0 Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools. | Event for 8 th grade students to visit the high school | Transportation, planning time with identified student ambassadors and staff |

Standard IV: Professional Culture

The Framingham Public Schools “promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice” (*DESE 2012*).

#1: School Improvement Goal

Identify deficits in our school resources for learning relevant to school safety and security.

School Improvement Goal Statement of Purpose

A longitudinal plan for school security ensures procedures and systems are established to optimize a safe learning environment for students and staff.

| Action Steps | Timeline | Relevance to District Improvement Efforts | Expected Outcomes | Resources Needed (Identified in Budget) |
|---|-----------|--|---|---|
| Revised building based operations plans | 2017-2020 | <p>High Leverage Goal 4.0 Create and nurture a collegial, collaborative, and professional culture among teachers that supports the District's focus on increasing student achievement.</p> | Updated procedures for school operations | Professional time |
| Construct visitor reception area | 2018-2020 | <p>High Leverage Goal 4.0 Create and nurture a collegial, collaborative, and professional culture among teachers that supports the District's focus on increasing student achievement.</p> | Reception area for visitors, locked school entrance | Capital budget |
| Identify facilities high priority areas through Self Reflection | 2017-2020 | <p>High Leverage Goal 4.0 Create and nurture a collegial, collaborative, and professional culture among teachers that supports the District's focus on increasing student achievement.</p> | Corrective action plan for high priority areas | NEASC collaboration time |

