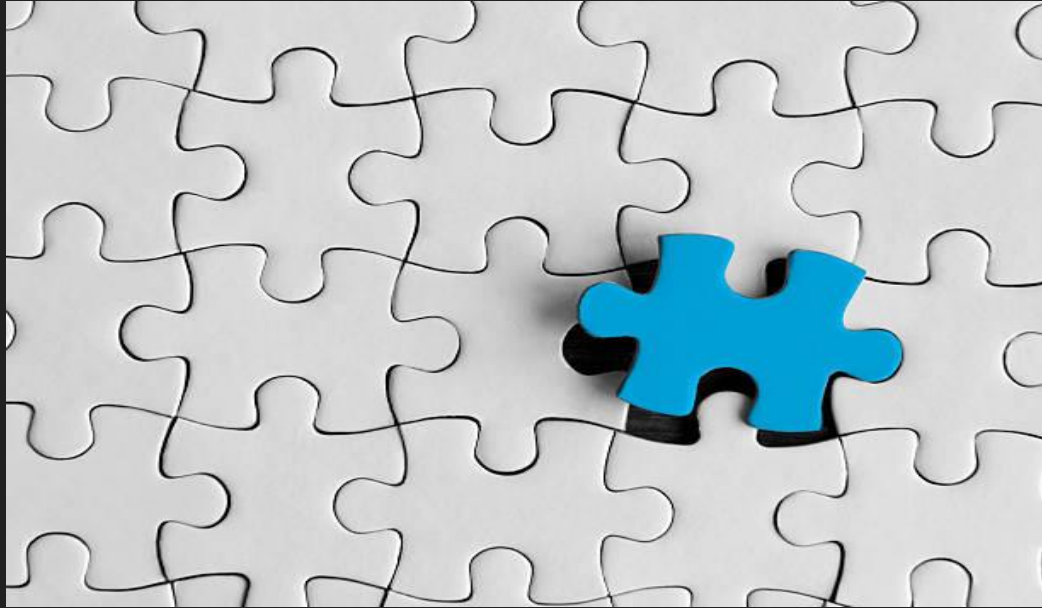
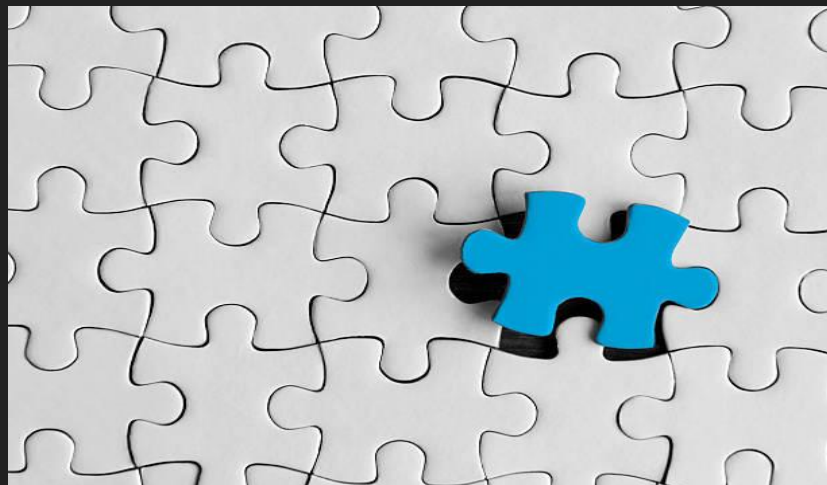


Framingham Public Schools



Superintendent Goals: 2019-2020 Status Report - [Part II: Teaching & Learning](#)



FPS Strategic Plan Development

Dr. Robert A. Tremblay, Superintendent of Schools

Dr. Lori Likis, Strategic Planning Consultant

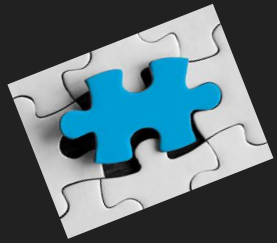


Superintendent Goals: 2019-2020 Status Report

FPS Strategic Plan Development (2020-2023)

The Framingham Public Schools district leadership team used the MA Department of Elementary and Secondary Education's recommended planning model, Planning for Success with facilitated training that began at our Summer 2019 Leadership Team Retreat and throughout the 2019-2020 school year to develop the next iteration of the Framingham Public Schools multi-year Strategic Plan.

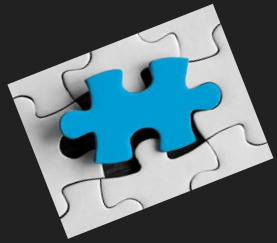
Planning for Success (PfS) is an inclusive, hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support. This goal directly impacts both student learning and my own professional practice as I will be a learner in this work along with my colleagues with the support of our Planning For Success consultant.



FPS Strategic Plan Development (2020-2023)

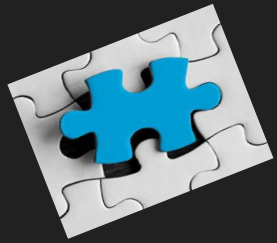
Planning Process

- Shared across two teams: Administrative Team and Planning Team
- Administrative Team met (4) times, August-March
 - Approximately (60) members
 - Principals, Vice Principals, Curriculum and Program Directors, District Administrators and Staff
- Planning Team met (3) times, January-March
 - Approximately (26) members
 - Students, parents/caregivers, community members, staff members
- Planning Team role: Represent the voices of district stakeholders and provide diverse perspectives in the development of the plan



Planning Team Evaluation Feedback

- “We shot for the highest bar when it came to what future we wanted”
- “It made me hopeful for what the future may bring”
- “Everyone was extremely passionate and tenacious; Each viewpoint was valid and unique”
- “Awesome - Great to have such an inclusive process”
- “Cautiously optimistic. Love, love, love the students at the table--their voices should be front and center -- always”
- “The process of looking ahead, back to today, and the HOW was excellent – drove conversation, discussion”
- “Encouraging to hear that many want to see the same kinds of changes/improvements”
- “Fun. Great to be part of future of FPS”



Analysis of Current Context

- Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis
- Data and Root Cause Analysis
 - Panorama data, student and staff engagement
 - Attendance and disciplinary data, by student group
- Review of current strategic plan and identification of carry over items
- Data analysis and feedback from state district review
- Equity Audit Findings (to be incorporated in June)



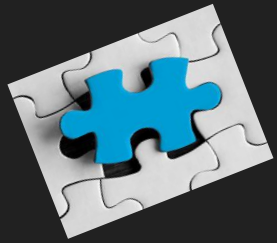
Superintendent Goals: 2019-2020 Status Report

FPS Strategic Plan Development (2020-2023)

Community Sessions to Envision the Future, September-January

- 1 What does FPS look like, sound like, feel like today? (2024)
- 2 What did FPS look like before? (2019)
- 3 How did FPS become what it is today? (2024)

- Thousands participate
 - All schools' staff, School Councils, PTOs
 - Bilingual program staff, Dual Language Parent Advisory Council
 - PTO Presidents, Framingham Rotary



Superintendent Goals: 2019-2020 Status Report

FPS Strategic Plan Development (2020-2023)

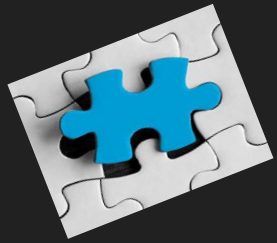
Mission

Through a comprehensive education, we aim to create and empower free thinking, responsible citizens who can participate equally in our rich and diverse community.

Vision

We strive to:

- Support the whole child academically, socially and behaviorally
- Create relationships between students, educators, families and community
- Provide educators with meaningful and relevant support and development
- Implement technology and facilities that allow teaching and learning to occur in environments that are healthy, welcoming and safe



Superintendent Goals: 2019-2020 Status Report

FPS Strategic Plan Development (2020-2023)

Core Values

FPS and the community stand united in our core values:

- Providing a safe, inclusive, culturally responsive teaching and learning environment
- Engaging tolerant and responsible civic advocates
- Respecting diversity of thoughts, learners, culture, and community
- Fostering learning and healthy growth of all students and staff
- Ensuring every school will be an active, participatory, equitable community



Superintendent Goals: 2019-2020 Status Report

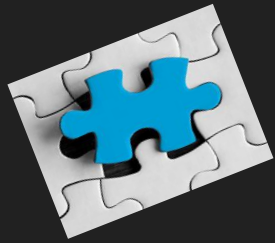
FPS Strategic Plan Development (2020-2023)

Goal 1: Multiple Pathways: College/Career

Create multiple pathways to student achievement, success, and wellness that address the diverse needs of students.

Goal 2: Social-Emotional Wellness and Engagement

Create an inclusive environment of social emotional wellness that allows students staff and families to feel engaged, valued and safe.



Superintendent Goals: 2019-2020 Status Report

FPS Strategic Plan Development (2020-2023)

Goal 3: Educator Development and Support

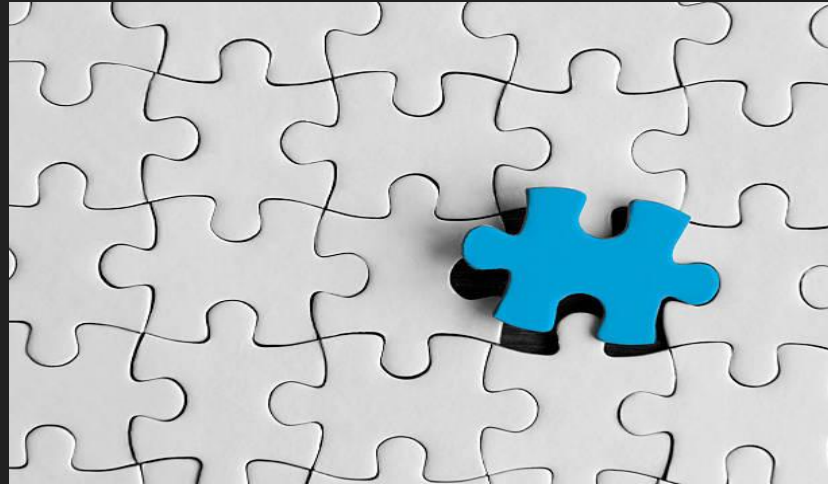
Create opportunities for student success by investing in diverse, high quality global educators that provide innovative learning environments.

Goal 4: Community Collaboration and Partnership

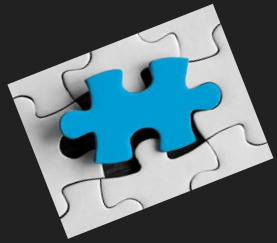
Engage schools, families, and community in a systemic, collaborative partnership with FPS that results in students achieving productive lives.

Goal 5: Learning Environment: Equitable and Accessible

Ensure equitable access to resources that foster academic and personal growth in the educational environment.



Student Learning Goal: Attendance

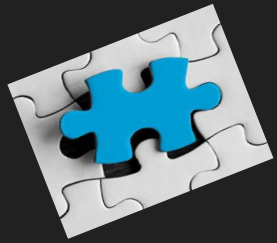


Superintendent Goals: 2019-2020 Status Report

Student Learning Goal: Attendance

In the Framingham Public Schools, our principals are held accountable to meeting specific absenteeism thresholds for each of their schools. Similarly, the Commonwealth of Massachusetts sets targets for school districts as part of the accountability rating for schools and districts.

For the 2019-2020 school year, 90% of Framingham Public School students (K-12) will attend school more than 90% of their days enrolled during the academic year. This goal exceeds the current targets set by the Massachusetts Department of Elementary and Secondary Education and, if realized, would ensure that our students are afforded increased engagement opportunities with their teachers which would reasonably lead to improved performance outcomes for our district.

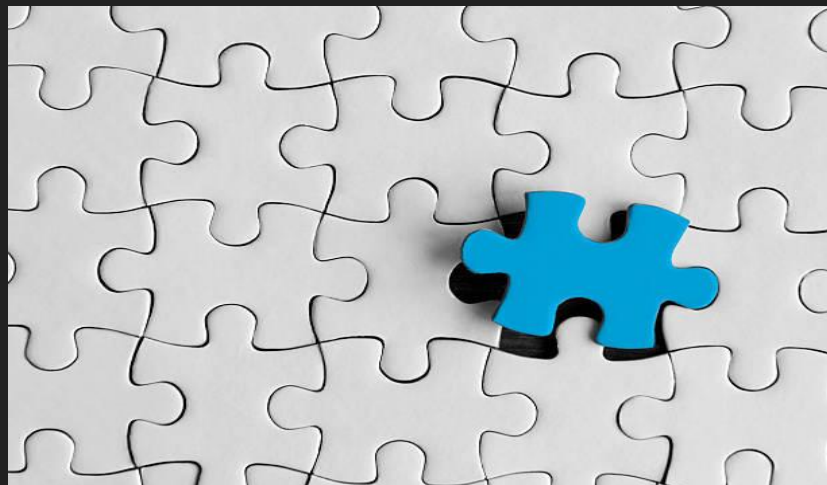


Superintendent Goals: 2019-2020 Status Report

Student Learning Goal: Attendance

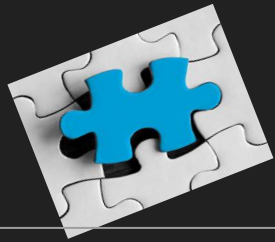
As a result of the school closure caused by COVID-19, attendance can only be calculated through March 11th, 2020, our last day of face-to-face instruction in the Framingham Public Schools. However, we are still able to assess progress toward this goal since its very design was based on a *percentage* of days in attendance and not a number of days.

For the time period of August 28, 2019 through March 11, 2020 the overall attendance rate in grades K through 12 was 92.9%. Looking more closely at this data, 15% of students in grades K through 12 were chronically absent (defined as missing 10% or more of a student's membership days). **This means that 85% of FPS students attended 90% or more of their days enrolled.**



Secondary School Improvement Plan Updates & Secondary Handbook Approvals

Anne Ludes, Assistant Superintendent for Secondary Education

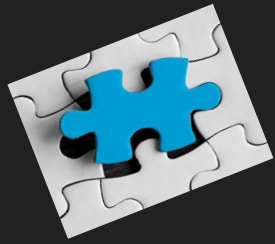


Superintendent Goals: 2019-2020 Status Report

Secondary School Improvement Plans & Handbook Approvals

Cameron Middle School

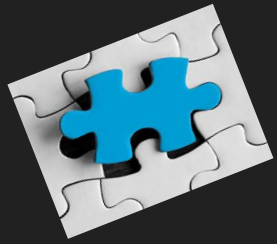
GOAL FOCUS	HIGHLIGHTS
Reading Across Content Areas	Teacher collaboration to embed reading anchor standards within all content areas; emphasis on nonfiction texts; focused classroom visits of every core teacher every cycle; consistent use of feedback; targeted professional development
Focus on Writing	Use of writing pre-assessments to target instruction; emphasis on citing textual evidence; teacher-student conferences to provide feedback
Personalized Learning	Intensive training in Universal Design for Learning and Inclusive Practices
Reduce Conduct Referrals	PBIS lessons throughout the year for all students; Tier 2 team meets weekly to analyze data and identify targeted supports for students
Improve Communication	Weekly newsletter; Good News Postcards to build positive school-family relationships
Professional Development	Faculty meetings are instructional rather than informational; interdisciplinary teams and content departments meet weekly to collaborate



Secondary School Improvement Plans & Handbook Approvals

Fuller Middle School

GOAL FOCUS	HIGHLIGHTS
Systems and Structures for Shared Ownership	Common meeting agenda template and norms; regular classroom visits using established observation tool; focus on analyzing data and looking at student work in professional learning communities (PLCs); introduced peer observations
Data Informed Instruction	Intensive professional development in Universal Design for Learning; creation and use of rubrics for academic conversations; consistent communication of success criteria; support from coaches and consultants on standards-aligned curriculum planning and sheltered English instructional strategies
Targeted Interventions	Established Intervention Team to identify tiered menu of supports for students; instructional leadership team (ILT) created student tracking system for monitoring academic and social emotional interventions
Safe and Supportive Climate	Self-reflection surveys administered to students several times per year and analyzed by ILT; careful tracking of conduct and suspension data



Superintendent Goals: 2019-2020 Status Report

Secondary School Improvement Plans & Handbook Approvals

Walsh Middle School

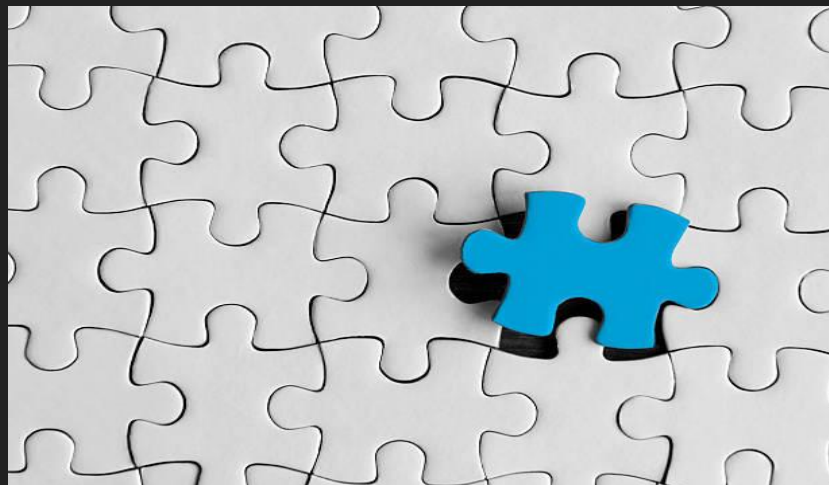
GOAL FOCUS	HIGHLIGHTS
Personalized Learning	Ongoing commitment to professional development; established use of rubrics; classroom walkthroughs to observe personalized learning in practice; multiple opportunities for students to demonstrate mastery; teacher emphasis on voice and choice for students
Social Emotional Wellbeing of Students	Staff professional development aligned with building connections through the school's Advisory program
Family and Community Relationships	Weekly principal newsletter; monthly newsletters from grade level teams; celebrations and events open to families
Respectful and Professional Culture	Established use of norms during staff meetings; culture of peer observations; collaboration across content areas on grade level teams; regular meetings for core departments facilitated by department heads

Secondary School Improvement Plans & Handbook Approvals

Framingham High School



GOAL FOCUS	HIGHLIGHTS
Written Curriculum	Updated curriculum maps are being finalized using consistent format
Preparation for Accreditation	Completed Self Reflection, Collaborative Conference visit, and Vision of the Graduate for New England Association of Schools and Colleges (NEASC) accreditation
Increased/Enhanced Learning Opportunities	Additional Advanced Placement offering (Seminar and Research); established Metrowest Early Scholars; collaboration with Engaging Schools; training of staff in Universal Design for Learning; Racial Equity in the Classroom course
Strengthen Partnerships	Established annual Step Up Day for 8th graders; established Metrowest College and Career Planning Center; partnerships with Network for Teaching Entrepreneurship and Learning Center for the Deaf
School Safety and Capacity	Space Utilization Committee; security upgrades; active shooter detection system; student swipe system; ALICE training of staff



Questions?