

Framingham Public Schools Strategic Plan: 2017-2020
Where every child can and will reach high levels of achievement

Approved by the Framingham School Committee: March 21, 2018

OUR FRAMINGHAM PUBLIC SCHOOLS

The mission of the Framingham Public Schools 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 staff and supported by comprehensive services in partnership with our entire community. We envision a school district in which every child is engaged as an active learner in high-quality educational experiences and is supported, at their level, to ensure growth over time. We believe that with effective effort, time, and practice, all of our students can and will reach high levels of achievement and demonstrate college and career readiness as a result of their course of study in the Framingham Public Schools.

Our city is enriched and strengthened by its diverse cultural heritage and multinational population. Within our classrooms and neighborhoods, and on our stages and athletic fields, we want learning to be relevant and connected to developing our students into value-centered citizens who are able to navigate a complex and inequitable world. We aim to address these inequities--including racism, socio-economic status and language barriers--to create an environment in which every child can and will succeed. We want our students to feel safe taking academic risks while mindfully respecting diversity of opinions. To do so, we must foster supportive and collaborative partnerships between families, the community, and the school district so that every child reaches a high level of achievement. The foundation of our work is collaboration, mutual respect, and high expectations, where all educators are reflective of their practice and feel supported as they continually adjust instruction to improve student performance.

We are committed to providing a safe and welcoming learning environment in order to increase achievement and access for all students irrespective of their immigration status, national origin, ethnicity, race, religion, sexual orientation, sex and gender identity, socioeconomic status, disability status, and/or beliefs. We are committed to hardening our facilities through ongoing security improvements and empowering our students and staff to be proactive in the face of crisis. Our preparedness in this area will set the stage for an increased focus on learning and teaching. We will continue to monitor enrollment trends and forecast school building needs as we work together with City officials to prioritize capital needs so that we always maintain a long-sighted view of the educational needs of the Framingham Public Schools.

We strive to afford all Framingham students the opportunity to learn in an educational environment where the diversity of our students is reflected in our professional staff. We are committed to respecting human differences and ensuring accountability of actions in an environment that provides needed resources to support the social-emotional, physical, and mental health needs of our students so that they are ready, willing, and able to engage as learners in the Framingham Public Schools. The Framingham Public Schools strives to adapt instruction to meet the learning and developmental needs of all students, including the gifted, through appropriately challenging, high quality, standards-based instruction. In our efforts to foster an entrepreneurial mindset among students, customize learning experiences and opportunities, and nurture equitable and inclusive learning environments in our schools, we are committed to ensuring the availability of opportunities that engender equally high outcomes for every learner based on individual needs - *our* vision of personalized learning aimed at addressing achievement and opportunity gaps.

EXECUTIVE SUMMARY

The **Framingham Public Schools Strategic Plan: 2017-2020** (Strategic Plan) is framed by four standards that align directly with the educator evaluation standards developed by the Massachusetts Department of Elementary & Secondary Education (ESE). Driven by theories of action within each standard, the Strategic Plan strives to be a practical resource tool to guide individual school improvement planning and the development of a responsible, focused budget that is built upon clearly articulated investments aimed at meeting the needs of Framingham students.

- Standard I: Curriculum, Planning & Assessment
- Standard II: Teaching All Students
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

It stands to reason that if we develop a common understanding of high quality instruction, including standards-based content knowledge in core content areas, then students will have more equitable access to rigorous and engaging standards-based instruction to increase student achievement. By creating a system and culture of data-based assessment including analysis, reflection and feedback, then educators in the Framingham Public Schools will be able to effectively target the individual needs of students and purposefully adjust their instructional practices accordingly.

Standard I: Curriculum, Planning & Assessment - High Leverage Goals

1. Develop a shared understanding of high quality instruction, including content and instructional strategies, by all staff and executed in all classrooms and instructional settings.
2. Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback.

Standard I: Curriculum, Planning & Assessment - Strategies

- Review, Update and Implement Curriculum for All Content Areas at All Grade Levels
- Increase Opportunities for Collaboration
- Professional Development Opportunities for Administrators around Instructional Leadership
- Create and Implement Common Formative Assessments for All Grade Levels and Content Areas
- Use Data from Common Assessments to Drive Instruction

If we promote academic achievement and social and emotional growth for all students, then we are underscoring and making real the central mission of the Framingham Public Schools. By delivering targeted supports and interventions using a data-driven approach, then students will receive differentiated instruction aligned with individual needs to optimize their success. If there is an emphasis on rigor and excellence in all aspects of our educational system, then we are establishing appropriately challenging expectations for all students with the expectation that all students can and will reach high levels of achievement.

Standard II: Teaching All Students - High Leverage Goals

1. Promote academic achievement and social and emotional growth for all students.
2. Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs.
3. Support a culture of rigor and excellence for all students in all settings.

Standard II: Teaching All Students - Strategies

- Develop and Implement Social and Emotional Plan for Academic Growth and Achievement
- Create and Implement a Professional Development Plan for All Staff on the Social and Emotional Needs of Students
- Review and Revise District's Multi-Tiered System of Support (MTSS) Framework
- Employ a Systematic Use of Appropriate Data Sources for Both Academic and Non-Academic Needs
- Evaluate and Improve Structures for Student Interventions
- Develop and Implement Plan to Support Teachers in the Use and Consistent Tracking of Data Surrounding the Implementation of Interventions
- Develop and Execute Plan to Increase Understanding of the Growth Mindset and Student-Centered Instruction
- Expand Use of Rubrics and Criteria for Success Across District
- Expand Opportunities for Bilingualism and Biliteracy
- Strengthen Commitment to Science, Technology, Engineering, Arts, and Mathematics (STEAM) Across the District

Learning takes place everywhere, not just in the classroom. By partnering with families and members of the community, we will maximize opportunities to educate the children in our care.

Standard III: Family and Community Engagement - High Leverage Goals

1. Foster community partnerships and support, engage, and collaborate with every family in the educational mission of the Framingham Public Schools.
2. Foster business partnerships that align with the mission of the Framingham Public Schools to build a career ladder system for students to make the ideal of college and career readiness tangible.

3. Reconceptualize the longstanding K-12 educational model by articulating a Pre-K-16 educational continuum, where students and families are afforded the opportunity of expanded and affordable early childhood and post-secondary educational opportunities.

Standard III: Family and Community Engagement - Strategies

- Strengthen Family and Community Partnerships
- Improve Communication with Stakeholders and Families
- Increase Adult Learning Opportunities
- Develop and Expand Early Childhood Programming
- Develop and Expand Post-Secondary Educational Opportunities

All of this work ahead of us is accomplished best in a safe and collaborative professional culture where our students and staff feel supported and valued in their work and where they feel connected to one another.

Standard IV: Professional Culture - High Leverage Goals

1. Create and nurture a collegial, collaborative, and professional culture among teachers that supports the district's focus on increasing student achievement.
2. Establish hiring practices that diversify school and district staff to reflect the student population of the Framingham Public Schools.

Standard IV: Professional Culture - Strategies

- Create a Culture of Safety and Security Throughout the District
- Create a Culture of Shared Responsibility for Student Learning
- Implement Professional Learning Communities Throughout the District
- Identify and Support "Homegrown Teacher" Programs
- Address and Modify Recruitment and Hiring Practices
- Revise New Teacher Induction and Mentor Program

| Standard 1: Curriculum, Planning and Assessment | |
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| 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. |
| 1.0.1 | Review, Update and Implement Curriculum for All Content Areas at All Grade Levels |
| 1.0.2 | Increase Opportunities for Collaboration |
| 1.0.3 | Professional Development Opportunities for Administrators around Instructional Leadership |
| High Leverage Goal 1.1 | Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback. |
| 1.1.1 | Create and Implement Common Formative Assessments for All Grade Levels and Content Areas |
| 1.1.2 | Use Data from Common Assessments to Drive Instruction |
| Standard II: Teaching All Students | |
| High Leverage Goal 2.0 | Promote academic achievement and social and emotional growth for all students. |
| 2.0.1 | Develop and Implement Social and Emotional Plan for Academic Growth and Achievement |
| 2.0.2 | Create and Implement a Professional Development Plan for All Staff on the Social and Emotional Needs of Students |
| 2.0.3 | Review and Revise District's Multi-Tiered System of Support (MTSS) Framework |
| High Leverage Goal 2.1 | Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs. |
| 2.1.1 | Employ a Systematic Use of Appropriate Data Sources for Both Academic and Non-Academic Needs |
| 2.1.2 | Evaluate and Improve Structures for Student Interventions |
| 2.1.3 | Develop and Implement Plan to Support Teachers in the Use and Consistent Tracking of Data Surrounding the Implementation of Interventions |

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| High Leverage Goal 2.2 | Support a culture of rigor and excellence for all students in all settings. |
| 2.2.1 | Develop and Execute Plan to Increase Understanding of the Growth Mindset and Student-Centered Instruction |
| 2.2.2 | Expand Use of Rubrics and Criteria for Success Across District |
| 2.2.3 | Expand Opportunities for Bilingualism and Biliteracy |
| 2.2.4 | Strengthen Commitment to Science, Technology, Engineering, Arts, and Mathematics (STEAM) Across the District |
| Standard III: Family and Community Engagement | |
| 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. |
| 3.0.1 | Strengthen Family and Community Partnerships |
| 3.0.2 | Improve Communication with Stakeholders and Families |
| 3.0.3 | Increase Adult Learning Opportunities |
| Standard IV: Professional Culture | |
| 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. |
| 4.0.1 | Create a Culture of Safety and Security Throughout the District |
| 4.0.2 | Create a Culture of Shared Responsibility for Student Learning |
| 4.0.3 | Implement Professional Learning Communities Throughout the District |
| High Leverage Goal 4.1 | Establish hiring practices that diversify school and district staff to reflect the student population of the Framingham Public Schools. |
| 4.1.1 | Identify and Support "Homegrown Teacher" Programs |

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| 4.1.2 | Address and Modify Recruitment and Hiring Practices |
| 4.1.3 | Revise New Teacher Induction and Mentor Program |

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).

Standard I: High Leverage Goal 1.0.0 - Executive Summary

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| High Leverage Goal 1.0.0 | | Develop a shared understanding of high quality instruction, including content and instructional strategies, by all staff and executed in all classrooms and instructional settings. |
| Strategy | | Theory of Action |
| 1.0.1 | Review, Update and Implement Curriculum for All Content Areas at All Grade Levels | If we develop a common understanding of high quality instruction (HQI), including standards-based content knowledge in ELA and Math, pedagogy and high leverage strategies among all staff, then students will have equitable access to rigorous and engaging standards-based instruction to increase student achievement (<i>FPS Collective Turnaround Plan 2017-2018</i>). |
| 1.0.2 | Increase Opportunities for Collaboration | |
| 1.0.3 | Professional Development Opportunities for Administrators around Instructional Leadership | |
| Levers | | <ul style="list-style-type: none"> ● To deepen teacher knowledge of content areas and specific shifts in the frameworks ● To promote collaborative lesson planning and reflection ● To support all administrators in their development as instructional leaders |

| Strategy: 1.0.1 | Review, Update and Implement Curriculum for All Content Areas at All Grade Levels | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Gather information about curriculum at all grade levels regarding year of most recent curriculum update, availability of common assessments, age and condition of materials and textbooks, alignment to DESE revised frameworks</p> <p>Identify priority content areas and begin curriculum and scope and sequence revision</p> <p>Continue work on the ESL model curriculum units</p> | <p>Develop 7-Year Curriculum Review Cycle for all content areas and grade levels</p> <p>Convene appropriate education professionals to facilitate first year of curriculum review and revision</p> <p>Provide professional development for teachers regarding revised curriculum</p> <p>Complete ESL model curriculum units</p> | <p>Provide professional development for teachers regarding revised curriculum</p> <p>Convene appropriate education professionals to facilitate second year of curriculum review and revision</p> | <p>Documentation of curriculum status for all grade levels and content areas</p> <p>7-Year Curriculum Review Cycle</p> <p>Updated curriculum maps and scope and sequence documents for identified content areas and grade levels, in accordance with 7-Year Curriculum Review Cycle</p> <p>Evidence of implementation of updated curriculum in classrooms, including consistent use of materials, pacing and assessments</p> |
| <p>Identify resources to support teachers in strengthening their WIDA Frameworks knowledge to advance academic language and academic achievement for students who are linguistically and culturally diverse.</p> <p>Continue to provide resources and strategies for staff to shelter instruction for linguistically and diverse students.</p> | <p>Support evaluators in assessing Sheltered English Instruction (SEI) best practices in classrooms</p> | <p>Monitor and continue to support evaluators in assessing Sheltered English Instruction (SEI) best practices in classrooms</p> | <p>Professional development opportunities around sheltering instruction for students who are linguistically and culturally diverse. Evidence of increased use of SEI strategies and language level differentiation in general education classrooms</p> |

| Strategy: 1.0.2 | Increase Opportunities for Collaboration | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| Design a professional development schedule that includes opportunities for vertical planning and curriculum alignment at school and district level | Provide and support opportunities for vertical planning and alignment, particularly in content areas identified in year one of Curriculum Review Cycle | Provide and support opportunities for vertical planning and alignment, particularly in content areas identified in year two of Curriculum Review Cycle | Evidence of vertical alignment of curriculum and instructional practices |
| <p>Review collaboration practices across the district and identify model to provide staff at all schools with opportunities to plan with peers</p> <p>Review coaching model, including placement of English language development (ELD) coaches to support all English learners</p> | Provide professional development around professional learning communities (PLCs), coaching, co-teaching and collaboration | <p>Continue professional development around professional learning communities (PLCs), coaching, co-teaching and collaboration</p> <p>Establish common practices for professional learning communities (PLCs) and team meetings; provide training and individual coaching as needed</p> <p>Identify “model” teachers who exhibit high quality instructional practices in one or more areas</p> <p>Begin to develop a bank of videos of “model” teachers in action</p> | <p>Professional development opportunities related to collaboration</p> <p>2019-2020 school schedules containing co-planning time</p> <p>Professional development opportunities related to collaboration</p> <p>Identification of “model” teachers</p> |
| <p>For elementary and middle schools schools, create a team that looks at best practices for creating school schedules; create schedules that incorporate ESL, Special Education, specials, and Gifted and Talented as part of the master schedule</p> <p>Develop elementary and middle</p> | <p>Develop elementary and middle school schedules with common planning time to be implemented in 2019-2020 at all schools (e.g. common planning periods, professional learning communities (PLCs), summer work)</p> <p>Monitor collaboration across the</p> | Continue to monitor collaboration across the district and identify ways to address models in which some/all staff do not have opportunities to plan with peers | <p>Consistent school schedule at all middle schools</p> <p>Consistent school schedule at all elementary schools</p> <p>All school schedules include common planning time</p> |

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| <p>school schedules that are consistent at the various levels across the district to be implemented in 2018-2019.</p> <p>Identify ways to begin providing staff with common planning time (e.g. common planning periods, Professional Learning Communities, summer work)</p> | <p>district and identify ways to address models in which some/all staff do not have opportunities to plan with peers</p> | | <p>Plan, including timeline, for creating and implementing co-planning periods and other opportunities for collaboration in school schedules</p> |
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| Strategy: 1.0.3 | Professional Development for Administrators around Instructional Leadership | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Survey administrators about needs</p> <p>Conduct observations of administrators to look at strengths and challenges</p> <p>Develop professional development plan for administrators for 2018-2019 academic year and beyond</p> | <p>Schedule peer observations for administrators with identified focus areas for observation</p> <p>Provide opportunities for administrators to visit other schools/districts</p> <p>Provide targeted professional development for building administrators based on identified needs</p> | <p>Schedule additional peer observations for administrators with identified focus areas for observation</p> <p>Continue to provide opportunities for administrators to visit other schools/districts.</p> <p>Provide targeted professional development for building administrators based on identified needs</p> | <p>Professional development plan for administrators</p> <p>Increased in-district professional development for administrators</p> <p>Peer observation data for administrators, including a standard data collection tool for all observations</p> |

Standard I: High Leverage Goal 1.1.0 - Executive Summary

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| High Leverage Goal 1.1.0 | | Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback. |
| Strategy | | Theory of Action |
| 1.1.1 | Create and Implement Common Formative Assessments for All Grade Levels and Content Areas | If we create a system and culture of data-based assessment including analysis, reflection and feedback, then educators will be able to effectively target the individual needs of students and purposefully adjust their instructional practices accordingly. |
| 1.1.2 | Use Data from Common Assessments to Drive Instruction | |
| Levers | | <ul style="list-style-type: none"> ● To establish common formative assessments in all content areas ● To promote collaborative data analysis ● To shift to data-driven, student-centered instruction |

| Strategy: 1.1.1 | Create and Implement Common Formative Assessments for All Grade Levels and Content Areas | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Review currently used common assessments and evaluate their validity</p> <p>Convene a team of educators and administrators to review current common formative assessments used in the district</p> | <p>Create 5-year plan to develop and implement common assessments district-wide in all grade levels and content areas</p> <p>Establish teams of teachers and administrators to create or recommend formative assessments in priority areas</p> <p>Provide professional development to staff assigned to write assessments</p> <p>Establish and communicate timeline for administering each assessment</p> | <p>Administer assessments created in 2018-2019; gather data from assessments. Store data for long-term analysis to determine validity of assessment.</p> <p>Analyze data from assessments and make adjustments as needed</p> | <p>Development of common formative assessments in ELA, mathematics and science</p> <p>Established database of current formative assessments</p> <p>3-Year plan to roll out common assessments across the district, including assessment development and implementation</p> <p>Continued development and refinement of common formative assessments in core content areas</p> <p>Improved capacity of staff to create, analyze and revise assessments</p> |
| <p>Implement English language development (ELD) Fall and Spring Formative Writing Assessment (already developed for grades K-12); use results to determine validity of assessment</p> | | | <p>Analysis of ELD formative writing assessment data to determine test validity and identify necessary adjustments</p> <p>Improved ELD assessments based on recommendations from 2017-2018 review</p> |

| Strategy: 1.1.2 | Use Data from Common Assessments to Drive Instruction | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Develop professional learning communities at grade levels and in content areas to analyze results of already-existing assessments and inform instruction.</p> <p>Re-establish District Data Team</p> <p>Provide school-based instructional leadership teams with professional development on how to use data to drive instruction</p> <p>Provide coaches with professional development on how to support teachers in the use of data</p> | <p>Monitor school-based instructional leadership teams and professional learning communities (PLCs) for effective analysis of data</p> <p>Support building principals, coaches and department heads in use of data from state assessments and other sources</p> <p>Provide training on use of data cycles</p> <p>Promote use of effective feedback through opportunities for professional development; building capacity among coaches, department heads and administrators; and shared best practices</p> | <p>Continue to support professional learning communities at grade levels and in content areas to analyze results of existing assessments and inform instruction.</p> <p>Monitor school-based instructional leadership teams and professional learning communities (PLCs) for effective analysis of data</p> <p>Support building principals, coaches and department heads in use of data from state assessments and other sources</p> | <p>Targeted professional development for middle school instructional leadership teams to establish and/or improve practices</p> <p>Recommendations from District Data Team on areas of focus for improving student achievement</p> <p>Increased support from coaches to guide teachers in the practice of data-driven decision making</p> <p>Evidence of adjustments to practice and the use of interventions in instructional settings</p> <p>Consistent use of professional learning communities to analyze data and make informed, student-driven decisions about instruction</p> |

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 and emotional learning needs of our students, then our students are empowered to construct their own learning.

Standard II: High Leverage Goal 2.0.0 - Executive Summary

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| High Leverage Goal 2.0.0 | | Promote academic achievement and social and emotional growth for all students. |
| Strategy | | Theory of Action |
| 2.0.1 | Develop and Implement Social and Emotional Plan for Academic Growth and Achievement | If we promote academic achievement and social and emotional growth for all students, then we are underscoring and making real the central mission of the Framingham Public Schools. |
| 2.0.2 | Create and Implement a Professional Development Plan for All Staff on the Social and Emotional Needs of Students | |
| 2.0.3 | Review and Revise District’s Multi-Tiered System of Support (MTSS) Framework | |
| Levers | | <ul style="list-style-type: none"> ● To provide social and emotional learning experiences in a safe learning environment for students in order to encourage responsible behaviors and choices while building and fostering positive interpersonal skills ● To ensure faithful implementation of a Multi-Tiered System of Support to meet the social, emotional, and behavioral needs of all students ● To affirm a commitment from the district to provide professional development for all staff on the training and implementation of inclusive practices to meet the social and emotional needs of all students |

| Strategy: 2.0.1 | Develop and Implement Social and Emotional Plan for Academic Growth and Achievement | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Analyze Panorama and MCAS data and compare to academic achievement by grade level and school</p> <p>Review PBIS data (SWIS) to identify problems of practice and how they relate to academic achievement</p> | <p>Research and identify appropriate SEL curriculum for district</p> <p>Share effective strategies and structures of progress monitoring for academic, social and emotional growth.</p> | <p>Begin pilot of identified SEL curriculum</p> <p>Share effective strategies and structures of progress monitoring for academic, social and emotional growth.</p> | <p>Identified trends in social and emotional and academic areas at each school and grade level</p> <p>2-year social and emotional vision statement and goals for district-wide improvement in curriculum and support services</p> |
| <p>Identify current strategies used across district to address and monitor student behavior</p> <p>Review current student support teams to define role, ensure consistency, and identify consistent team structure, including bilingual staff</p> <p>Collect and analyze tier 2 and tier 3 social and emotional interventions (e.g. SWIS tiered data)</p> | <p>Develop consistent student support team model to deliver social, emotional, and behavioral support</p> | <p>Implement and monitor effectiveness of student support team model; research and make modifications as needed</p> | <p>Clearly defined role of student support team, including recommendations for ideal composition of staff members on student support teams</p> <p>Report of current tiered interventions used at schools, including frequency and proliferation of their use across the district</p> <p>Improved and consistent use of interventions with students in all schools</p> <p>Consistent practices across district, including school-based interventions and referrals</p> |
| <p>Define SEL growth and progress; determine appropriate measures</p> | <p>Establish tool to collect and measure SEL data</p> | <p>Begin collecting SEL data</p> | <p>Articulated definition of growth for SEL; identification of appropriate measures</p> |

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| | | | Implementation of data-collection tool to monitor SEL-related information including attendance data, student conduct and discipline reports, tiered use of interventions, bullying, and referrals across the district |
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| Strategy: 2.0.2 | Create and Implement a Professional Development Plan for All Staff on the Social and Emotional Needs of Students | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| Research and identify appropriate professional development for all staff related to social and emotional learning. | <p>Provide appropriate professional development related to social and emotional learning to staff</p> <p>Monitor effectiveness of professional development through student conduct reports and referrals</p> | <p>District-wide training on MTSS and how we are holding schools accountable for implementing MTSS</p> <p>Expand opportunities for professional development to staff as identified in PD plan</p> <p>Monitor effectiveness of professional development through referral process</p> | <p>Guest speaker series related to social and emotional learning for all staff during district-wide professional development days</p> <p>Opportunities for professional development related to meeting the social, emotional, and behavioral needs of students learning (e.g. PBIS, MTSS and bullying)</p> <p>Opportunities for professional development on student intervention strategies</p> |

| Strategy: 2.0.3 | Review and Revise District's Multi-Tiered System of Support (MTSS) Framework | | |
|---|---|--|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Review district's current MTSS framework</p> <p>Research existing social, emotional, and behavioral referral processes and review for effectiveness</p> <p>Make recommendations for MTSS framework improvement and consistent referral process</p> | <p>Revise district's MTSS framework</p> <p>Revise and implement consistent student referral process</p> <p>Develop protocol for streamlined workflow for crises</p> | <p>Consistently adhere to student referral process</p> <p>Implement workflow protocol for all crises</p> <p>Review and revise MTSS as needed</p> | <p>Established standard referral process for use district-wide</p> <p>Establishment of consistent workflow for student crises, including communication plan</p> <p>Improved social and emotional climate as evidenced from data gathered from staff, student and family surveys around school culture and climate</p> <p>Clear and consistent communication regarding MTSS</p> |

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 and emotional learning needs of our students, then our students are empowered to construct their own learning.

Standard II: High Leverage Goal 2.1.0 - Executive Summary

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| High Leverage Goal 2.1.0 | | Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs. |
| Strategy | | Theory of Action |
| 2.1.1 | Employ a Systematic Use of Appropriate Data Sources for Both Academic and Non-Academic Needs | If we deliver targeted supports and interventions using a data-driven approach, then students will receive differentiated instruction aligned with individual needs to optimize their success. |
| 2.1.2 | Evaluate and Improve Structures for Student Interventions | |
| 2.1.3 | Develop and Implement Plan to Support Teachers in the Use and Consistent Tracking of Data Surrounding the Implementation of Interventions | |
| Lever | | <ul style="list-style-type: none"> ● To use consistent use of data to identify student-specific academic and non-academic needs ● To provide targeted interventions and supports to students and monitor for effectiveness ● To offer increased support for all teachers, but especially for teachers of English learners, students with disabilities, and gifted learners |

| Strategy: 2.1.1 | Employ a Systemic Use of Appropriate Data Sources for Both Academic and Non-Academic Needs | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Research and review current measures of student progress in both academic and non-academic areas; connect to district's MTSS framework</p> <p>Identify areas that lack sufficient data sources and/or assessments</p> <p>Create plan to develop appropriate district level assessments, including assessments in Spanish and Portuguese</p> | <p>Create process for consistent use of data sources for academic and non-academic needs</p> <p>Consistently implement assessments across district to monitor student needs</p> <p>Develop assessments based on identified areas of need during 2017-2018 review of data sources</p> | <p>Monitor and refine use of data sources for academic and non-academic needs</p> <p>Consistently implement assessments across district to monitor student needs, including newly developed assessments</p> <p>Monitor assessments for effectiveness; make adjustments as necessary</p> | <p>Articulated plan for development and implementation of additional data sources and assessments, including translated assessments</p> <p>Evidence of consistent practices across district in assessment, data analysis, and interventions to support individual student needs</p> <p>Evidence of interventions based on data from assessments</p> |

| Strategy: 2.1.2 | Evaluate and Improve Structures for Student Interventions | | |
|--|--|---|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Survey individual schools to identify current supports and interventions for behavioral and academic needs</p> <p>Analyze effectiveness of current programs</p> <p>Recommend model system of supports and interventions for behavioral and academic needs</p> | <p>Enhance current structures for student interventions</p> <p>Pilot model system of supports and interventions for behavioral and academic needs; monitor for effectiveness</p> | <p>Refine current structures for student interventions</p> <p>Expand pilot of model system of supports and interventions for behavioral and academic needs; monitor for effectiveness</p> | <p>Analysis and subsequent recommendations for model system of interventions for behavioral and academic needs</p> <p>Increased response to student needs, including consistent use of district referral process</p> <p>Improved consistency of practice</p> |

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| | | | and response to individual student needs Aligned structures and practices to develop understanding and crisp implementation and accountability to outcomes |
| Assess current status of early college and early childhood education programs Begin to establish partnerships to grow early college and early childhood education programs | Continue to expand partnerships and monitor effectiveness of early college and early childhood education programs | Evaluate early college and early childhood programs to identify ways to offer additional opportunities | Widely accessible early college options for high school students Increased enrollment in early childhood programs within the district |

| Strategy: 2.1.3 | | Develop and Implement Plan to Support Teachers in the Use and Consistent Tracking of Data Surrounding the Implementation of Interventions | | |
|---|--|--|---|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES | |
| Action Steps | Action Steps | Action Steps | | |
| Provide assistance to classroom teachers in the identification of appropriate interventions based on data Identify appropriate professional development for staff regarding data analysis, behavioral interventions and instructional strategies | Implement professional development regarding data and intervention strategies, including training for new staff in academic and non-academic measures and how to access and analyze data Provide ongoing and focused professional development to general education teachers in providing interventions for English learners, students with disabilities and gifted learners, with an emphasis on using data to identify student needs | Provide targeted professional development on data analysis, multi-varied groupings and differentiation, particularly to new staff Provide ongoing and focused professional development to general education teachers to better support English learners, students with disabilities and gifted learners Provide targeted assistance to classroom teachers in the implementation of interventions | Opportunities for professional development, coaching and other supports in the use of intervention strategies and data-based decision making Professional development opportunities related to data analysis and multi-varied groupings Professional development opportunities related to instructional strategies for English learners, students with disabilities and gifted learners | |

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| | Train staff in the use of multiple varied groupings based on student achievement | | <p>Evidence of consistent use of flexible and multi-varied groupings at elementary and middle school level</p> <p>Evidence of increased use of interventions and other strategies to differentiate instruction for English learners, students with disabilities and gifted learners</p> |
| Develop plan to increase capacity of coaches and department heads to support teachers in differentiation and targeted interventions | Implement plan to increase capacity of coaches and department heads to support teachers in differentiation and targeted interventions | Continue to provide assistance to coaches and department heads to increase their capacity to support teachers in differentiation and targeted interventions | Increase in feedback to teachers from coaches and department heads in delivering targeted interventions and differentiating instruction |

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 and emotional learning needs of our students, our students are empowered to construct their own learning.

Standard II: High Leverage Goal 2.2.0 - Executive Summary

| High Leverage Goal 2.2.0 | | Support a culture of rigor and excellence for all students in all settings. |
|--------------------------|--|---|
| Strategy | | Theory of Action |
| 2.2.1 | Develop and Execute Plan to Increase Understanding of the Growth Mindset and Student-Centered Instruction | If there is an emphasis on rigor and excellence in all aspects of our educational system, then we are establishing appropriately challenging expectations for all students. This promotes the growth mindset by communicating our belief that all students can and will reach high levels of achievement. |
| 2.2.2. | Expand Use of Rubrics and Criteria for Success Across District | |
| 2.2.3 | Expand Opportunities for Bilingualism and Biliteracy | |
| 2.2.4 | Strengthen Commitment to Science, Technology, Engineering, Arts, and Mathematics (STEAM) Across the District | |
| Levers | | <ul style="list-style-type: none"> ● To instill the growth mindset in all staff and students ● To shift from teacher-led to student-centered instruction ● To affirm a commitment to clearly communicated criteria for success ● To understand and address the unique needs of all students, including English Learners, students with disabilities, and gifted learners ● To make learning relevant and engaging by connecting content across disciplines |

| Strategy: 2.2.1 | Develop and Execute Plan to Increase Understanding of the Growth Mindset and Student-Centered Instruction | | |
|---|--|---|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Define the terms <i>rigor</i> and <i>excellence</i></p> <p>Create clear expectations around rigor and excellence</p> | <p>Communicate clear expectations around rigor and excellence</p> <p>Increase extension course offerings aligned with this goal, including differentiation, high expectations and student-centered instruction</p> <p>Consider online professional development opportunities to increase staff capacity to address high expectations, student-centered instruction and growth mindset</p> | <p>Provide targeted professional development and coaching to increase teacher capacity for student-centered instruction, including supporting English learners, students with disabilities and gifted learners</p> | <p>Clearly articulated definitions of <i>rigor</i> and <i>excellence</i></p> <p>Evidence of student-centered instruction which includes appropriately challenging experiences for all students, including English learners, students with disabilities and gifted learners</p> |
| <p>Develop a plan for increasing teacher capacity for student-centered instruction</p> <p>Create “What to Look For” tool for walk-throughs and learning walks</p> | <p>Provide professional development and coaching to increase teacher capacity for student-centered instruction, including supporting English learners, students with disabilities and gifted learners</p> <p>Support evaluators in identifying and providing feedback around student-centered instruction</p> <p>Utilize “What to Look For” rubric during learning walks</p> <p>Evaluate “What to Look For” tool for effectiveness; adjust as needed; calibrate use of “What to Look For” tool with administrators</p> | <p>Support evaluators in identifying and providing feedback around student-centered instruction</p> <p>Utilize “What to Look For” rubric during learning walks</p> <p>Assess data from learning walks to identify areas in need of additional support</p> | <p>“What to Look For” tool related to clear and high expectations</p> <p>Evidence of use of “What to Look For” tool during learning walks and classroom walk-throughs</p> <p>Evidence of increase in evaluators providing feedback around student-centered instruction</p> |

| Strategy: 2.2.2 | Expand Use of Rubrics and Criteria for Success Across District | | |
|---|---|--|---|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Gather information about rubrics and other criteria for success tools used in the district</p> | <p>Develop plan for creating and implementing a system of rubrics, including identification of priority areas for rubrics</p> <p>Identify schools and staff who consistently identify success criteria along with learning objectives</p> <p>Begin developing a series of rubrics to be piloted across the district</p> <p>Provide professional development to support staff implementation of pilot rubrics</p> <p>Support staff in the use of success criteria along with learning objectives</p> | <p>Evaluate first round of rubrics for effectiveness; make adjustments as needed</p> <p>Continue to develop and pilot rubrics as outlined in plan</p> <p>Provide professional development to support staff implementation of rubrics</p> <p>Support evaluators in providing feedback to staff regarding the use of success criteria along with learning objectives</p> | <p>Data bank of rubrics used throughout the district, including purpose, grade level(s), and frequency of use</p> <p>Clearly outlined expectations for teachers and schools related to learning objectives, success criteria and rubrics; plan to roll out and support all staff in the implementation of these expectations</p> <p>Increased use of rubrics to communicate expectations and provide feedback</p> <p>Evidence of consistent use of learning objectives and success criteria in classrooms across the district</p> |

| Strategy: 2.2.3 | Expand Opportunities for Bilingualism and Biliteracy | | |
|--|---|---|---|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| Strengthen and support the Two-Way Spanish Program in grades 6-12 | Implement 3-prong Two-Way program high school design for Advanced Placement, College Prep and Heritage Strands | Monitor and evaluate 3-Prong curriculum design for high school students in Two-Way Program Continue with professional development on DLI (Dual Language Immersion) Instructional Framework | Students will develop high levels of proficiency in their first language, a second language, perform at or above grade level and demonstrate positive cross-cultural attitudes and behaviors Evidence of Advanced Placement scores of level 4 and 5 on AP Spanish test |
| Plan, develop and coordinate a district communication plan for the implementation of the Two-Way Portuguese Bilingual Program (grades K and 1) at Potter Road Elementary School Explore and assess bilingual program shifts at Brophy and Wilson Elementary Schools | Support professional development for teachers and staff on dual language philosophy and methodology at Potter Road (grades K and 1) Plan, develop and coordinate a district communication plan for establishing an additional Two-Way Spanish program at Brophy Elementary School and Two-Way Portuguese program at Wilson Elementary School | Support two-way program (grade 3) at Potter Road Elementary School Support Wilson Two-Way Portuguese program (grades K and 1) Support professional development for teachers and staff on dual language philosophy and methodology at Brophy and Wilson Elementary Schools | Evidence of increased student performance on standardized and local assessments and narrowing the achievement gap Commitment to supporting parents of English Learners in matters pertaining to their children's education and in providing access to school-related events and activities |
| Create opportunities for Dual Enrollment (Advanced Spanish courses) at FSU and Mass Bay Community College | Develop co-teaching partnerships and expectations of Advanced Spanish courses with FSU and /or MBCC and FHS staff members | Support co-teaching partnerships and expectations of Advanced Spanish courses with FSU and /or MBCC and FHS staff members | |
| Continue with implementation of 3rd pilot of SEAL of Biliteracy Project (SEAL) at grades 5, 8 and 12 | Revise district guidance on implementation of SEAL awards to | Monitor, assess and evaluate district guidance and implementation of SEAL Awards | SEAL awards: <ul style="list-style-type: none"> • validate and encourage students to pursue and attain high level |

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| | align with state guidance on SEAL implementation | | <p>mastery of two or more languages by high school graduation</p> <ul style="list-style-type: none"> ● promote long-term world language, native, and heritage language study ● produce a biliterate and multicultural workforce |
| Support the organization of a Bilingual Parent Advisory Council (BPAC) and Two-Way Immersion Parent Advisory Committee | <p>Support the work of the Bilingual Parent Advisory Council and Two-Way Immersion Parent Committee</p> <p>Explore bilingual internship opportunities for juniors and seniors in students in two-way program</p> | <p>Support the work of the Bilingual Parent Advisory Council and Two-Way Immersion Parent Committee</p> <p>Support bilingual community members and businesses who partner with Framingham Public Schools in offering internship opportunities to students</p> | Support the participation of Bilingual Parent Advisory Council (BPAC) and DLI advisory boards in the planning, operation and evaluation of English Learner and Dual Language programs. |
| Continue to support the Cultural Exchange Spanish Visiting Teacher Program | <p>Explore opportunities to partner with the Brazilian Embassy in creating a Cultural Exchange Visiting Teacher Program</p> <p>Provide opportunities for a student exchange program to Spanish-speaking countries and school</p> <p>Create a mentoring and support program for a cultural exchange teacher visiting program from Spain</p> | Increase number of students participating in cultural exchange programs to Spanish-speaking countries and schools | <p>Cultural exchange program provides students with opportunities to engage, immerse, understand a whole new culture and language thus becoming a more socially conscious global citizen</p> <p>Mentoring program supports visiting teachers from Spain and Brazil in facilitating easier transitions to American culture and US educational pedagogy and methodologies</p> |
| | <p>Provide professional development on effective dual language instructional framework to teachers in language programs</p> <p>Support summer learning institute for parents and students learning</p> | Support summer learning institute for parents and students learning Portuguese and Spanish in two-way programs; Support Brophy Two-Way Spanish program at grades K and 1 | Clearly outlined expectations for teachers in dual language schools and programs utilizing the Dual Language Immersion (DLI) Instructional Framework |

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| | Spanish and Portuguese in two-way programs | | |
| Expand the Home Visit professional development training to include additional Title I schools | Increase and monitor the number of home visits to students in Bilingual programs | Evaluate Home Visit program data for program effectiveness and student performance | Parent Home Visit Program increases and builds on student-teacher relationships, and engages bilingual families, educators and students in grades K-8 |

| Strategy: 2.2.4 | | Strengthen Commitment to Science, Technology, Engineering, Arts, and Mathematics (STEAM) Across the District | | |
|---|--|--|---|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES | |
| Action Steps | Action Steps | Action Steps | | |
| <p>Provide consultant and professional development time for STEAM work at King Elementary School and Fuller Middle School to develop interdisciplinary and/or project-based units</p> <p>Review elementary curriculum and create project based learning opportunities within the grade 4 curriculum at end of year and into the summer of 2018</p> <p>Review and revise elementary STEAM projects at end of year</p> <p>Continue and improve upon pilot Engineering by Design course at high school; conduct observations</p> | <p>Provide professional development for King Elementary School and Fuller Middle School to continue development and implementation of interdisciplinary and/or project-based units</p> <p>Review elementary STEAM projects through lesson study and revise at end of year to develop model units of study</p> <p>Review elementary curriculum and create project based learning opportunities within the grade 5 curriculum at end of year and into the summer of 2019</p> <p>Develop three interdisciplinary projects for middle school</p> | <p>Provide professional development for King Elementary School and Fuller Middle School to continue development and implementation of interdisciplinary and/or project-based units</p> <p>Review elementary STEAM projects through lesson study and revise at end of year to develop model units of study</p> <p>Share interdisciplinary projects piloted in 2018-2019 with all elementary staff, including opportunity to observe King staff teaching the lessons in lab classrooms</p> | <p>Interdisciplinary model projects at elementary school level (at least two for each grade level)</p> <p>Interdisciplinary projects at middle school level (at least two for each grade level)</p> <p>Increase in number of maker spaces in the district; increase in use of maker spaces</p> <p>Increase in STEAM-related afterschool programming at all grade levels</p> <p>Expansion of STEAM course offerings at Framingham High School, including a second course in the Engineering by Design series</p> | |

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| <p>and increase awareness of course model</p> | <p>curriculum to be implemented at Fuller Middle School, one at each grade level; conduct lesson studies with teams of teachers to review and revise projects</p> <p>Expand STEAM offerings at high school by developing second Engineering by Design course or its equivalent; provide time for curriculum writing and necessary professional development; recruit students for course pilot in 2019-2020</p> <p>Encourage schools to use Innovation Grant funds to design and create a maker space at their schools; observe classes in the maker space and collect data about its use</p> <p>Review current structure in elementary to support library media and the focus on interdisciplinary opportunities and develop plan for implementation</p> <p>Implement District STEAM Coach position to support initiatives at the elementary and middle school levels</p> <p>Recruit staff and students for math teams and robotics clubs at all secondary schools; expand offerings in afterschool STEAM-related enrichment activities at all levels</p> | <p>Share interdisciplinary projects piloted in 2018-2019 with Walsh and Cameron Middle School staff, including opportunity to observe Fuller Middle School staff teaching the lessons in lab classrooms</p> <p>Develop three additional interdisciplinary projects for middle school curriculum to be implemented at Fuller Middle School, one at each grade level; conduct lesson studies with teams of teachers to review and revise projects</p> <p>Pilot Engineering by Design 2 course at high school, conduct lesson studies and other observations to review and improve upon course model</p> <p>Increase opportunities for schools to create or expand a maker space; provide resources to enhance use of the space by all staff</p> <p>Recruit and/or retain staff and students for math teams and robotics clubs at all secondary schools; expand offerings in afterschool STEAM-related enrichment activities at all levels</p> <p>Implement support plan for library media positions that focus on interdisciplinary STEAM opportunities</p> | |
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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).

Standard III: High Leverage Goal 3.0.0 - Executive Summary

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| High Leverage Goal 3.0.0 | | Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools. |
| Strategy | | Theory of Action |
| 3.0.1 | Strengthen Family and Community Partnerships | Learning takes place everywhere, not just in the classroom. If we partner with families and members of the community, then we will maximize our opportunities to educate the children in our care. |
| 3.0.2 | Improve Communication with Stakeholders and Families | |
| 3.0.3 | Increase Adult Learning Opportunities | |
| Lever | | <ul style="list-style-type: none"> To establish a task force comprised of parents, community members and staff to develop a comprehensive plan for family and community engagement To establish consistent communication between all stakeholders |

| Strategy: 3.0.1 | Strengthen Family and Community Partnerships | | |
|--|---|---|---|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| Survey families to identify needs Create a task force consisting of district staff, parents and community members | Implement regular meeting schedule for stakeholders to communicate ongoing plans at the district and school levels. | Survey families regarding current engagement and identify areas of need | Results of family surveys related to communication and partnerships Plan for improving communication and increasing outreach to families and community |

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| <p>Develop plan to increase partnerships with families and community</p> <p>Develop regular meeting schedule for stakeholders to communicate ongoing plans at the district and school levels</p> | | | <p>Identification of preferences/channels for consumption of information (e.g., website, apps, social media, instructional learning platforms) by all stakeholders</p> |
| <p>Develop a district plan for communication regarding available programs, town-wide PTO, Special Education Parent Advisory Council (F-SEPAC), Bilingual Parent Advisory Council (BPAC), and community organizations</p> <p>Create Bilingual Parent Advisory Council</p> | <p>Clearly define role of PTO and school council</p> <p>Implement district plan for communication regarding available programs, town-wide PTO, and community organizations</p> <p>Increase participation in middle school and high school PTOs through family engagement surveys, collaboration between middle school and high school PTOs, and increase in Town wide PTO events</p> | <p>Increase participation in middle school and high school PTOs through family engagement surveys, collaboration between middle school and high school PTOs, and increase in city-wide PTO events</p> | <p>Development of Bilingual Parent Advisory Council</p> <p>Strengthened relationship between FPS and the Framingham Special Education Parent Advisory Council (F-SEPAC)</p> <p>Articulated roles of PTO and School Council</p> <p>Increased communication with families and community</p> <p>Evidence of steps taken to increase family participation in middle school and high school PTOs</p> <p>Increased family participation in middle school and high school PTOs</p> |
| <p>Develop plan to continue and expand Home Visit program</p> | <p>Continue and potentially expand Home Visit program</p> | <p>Expand Home Visit program</p> | <p>Evidence of increased use of Home Visit program</p> <p>Evidence of impact of Home Visit program, particularly increased family engagement</p> |

| Strategy: 3.0.2 | Improve Communication with Stakeholders and Families | | |
|--|---|---|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Develop plan to provide more timely translations of parent communications</p> <p>Standardize documents common to all schools for recurring activities; include translations and store in centralized location (e.g. field trip, PTO meetings, open house)</p> <p>Streamline process for organizing events to include requests for translators</p> | <p>Begin plan implementation to provide more timely translations of parent communications</p> <p>Continue to standardize documents common to all schools for recurring activities; include translations and store in centralized location (e.g. field trip, PTO meetings, open house)</p> <p>Increase accessibility of interpreters for parent events</p> | <p>Provide timely translations of all parent communications</p> <p>Continue to standardize documents common to all schools for recurring activities; include translations and store in centralized location (e.g. field trip, PTO meetings, open house)</p> | <p>Database of common family communications, including translations of documents</p> <p>Interpretation services available at all parent events</p> <p>Consistent and efficient turn-around time for translation requests</p> |
| <p>Establish contacts with local internet providers to increase accessibility for all families</p> | <p>Work with local internet providers to increase accessibility for all families</p> <p>Include a “parent communication” tab on district web page</p> | <p>Continue to work with local internet providers to increase accessibility for all families</p> <p>Increase use of electronic communication with parents</p> | <p>Increased accessibility to parent communications on district website</p> <p>Improved access to internet for all families</p> |
| <p>Work with Assistant Superintendent for Equity, Diversity & Community Development, Director of Technology, Media & Communications Manager, High School Administration, Framingham High School Guidance Department and the Framingham High School Council and PBTO to develop opportunities for Framingham High School Alumni involvement</p> | | | <p>Database of Framingham High School Alumni</p> <p>College/Career tracking and regular outreach to building a strong alumni community</p> <p>Career Day events and life-coaching opportunities for current FHS students with FHS alumni</p> |

| Strategy: 3.0.3 | Increase Adult Learning Opportunities | | |
|--|---|--|---|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| Develop a plan to expand adult learning opportunities, in addition to the longstanding and high-demand Adult ESL Plus offering, through the development of a Parent Academy to support and inform families on current issues and trends including student discipline and internet safety | Identify resources to enhance adult learning program; introduce a Parent Academy to support and inform families on current issues and trends including student discipline and internet safety | Begin expansion of adult learning program, possibly to include a Parent Academy to support and inform families on current issues and trends including student discipline and internet safety | Research related to implementation of Parent Academy Pilot of Parent Academy |

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).

Standard IV: High Leverage Goal 4.0.0 - Executive Summary

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| High Leverage Goal 4.0.0 | | Create and nurture a safe, collegial, collaborative, and professional culture among teachers that supports the district’s focus on increasing student achievement. |
| Strategy | | Theory of Action |
| 4.0.1 | Create a Culture of Safety and Security Throughout the District | If we create a safe and collaborative professional culture, then all staff members will feel supported and valued in their work. This, in turn, will positively impact the climate and educational experience for all students. |
| 4.0.2 | Create a Culture of Shared Responsibility for Student Learning | |
| 4.0.3 | Implement Professional Learning Communities Throughout the District | |
| Levers | | <ul style="list-style-type: none"> ● To establish a safe professional culture in all Framingham Public Schools ● To establish a shared responsibility for student learning ● To participate in a self-assessment and goal-setting cycle for all district and school leaders ● To establish a collegial, respectful, and trusting environment for staff and families ● To establish professional learning communities across the district |

| Strategy: 4.0.1 | Create a Culture of Safety and Security Throughout the District | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Establish a committee of stakeholders to conduct a <i>Strengths, Weaknesses, Opportunities, Threats</i> (SWOT) analysis of district and school Emergency Response Plans.</p> <p>Develop an <i>Alert, Lockdown, Inform, Counter, and Evacuate</i> (ALICE) Training/Implementation plan in cooperation with the Framingham Teachers Association and Local and Regional Authorities.</p> | <p>Provide necessary training to staff and students on the District and School Emergency Response Plans in an effort to create a culture of safety and security throughout the district.</p> | <p>Redrafted, up-to-date District and School Emergency Response Plans</p> <p>Articulated ALICE Training/Implementation Plan</p> <p>Hiring of a Framingham Public Schools Director of Safety & Security</p> | |

| Strategy: 4.0.2 | Create a Culture of Shared Responsibility for Student Learning | | |
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| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Establish committee of stakeholders to define shared responsibility.</p> <p>Develop plan to increase staff responsibility for the academic achievement of all students</p> | <p>Introduce expectations regarding shared responsibility for student learning</p> <p>Communicate expectations to all stakeholders</p> | <p>Continue to provide strategies and structures to support the district's expectation of shared responsibility for the academic achievement of all students, including collaboration, reflection and feedback</p> | <p>Articulated definition of shared responsibility; communicated expectation that "every child can and will reach high levels of achievement"</p> <p>Increased collaboration among staff in the academic, social and emotional well-being of children</p> <p>Increased use of team goals in evaluation process</p> |

| Strategy: 4.0.3 | Implement Professional Learning Communities Throughout the District | | |
|---|---|---|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Establish consistent set of expectations for professional learning communities</p> <p>Develop plan to provide professional development to staff regarding professional learning communities and the use of protocols for analyzing student work or solving dilemmas.</p> | <p>Establish professional learning communities at all schools</p> <p>Provide professional development to staff regarding professional learning communities and the use of protocols for analyzing student work or solving dilemmas.</p> | <p>Continue to support and develop professional learning communities at all schools</p> <p>Establish professional learning communities at the district level</p> <p>Provide ongoing professional development to staff regarding professional learning communities and protocols for analyzing student work or solving dilemmas.</p> | <p>District-level professional learning communities (PLCs)</p> <p>Existence of professional learning communities across district</p> |

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).

Standard IV: High Leverage Goal 4.1.0 - Executive Summary

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| High Leverage Goal 4.1.0 | | Establish hiring practices that diversify school and district staff to reflect the student population of the Framingham Public Schools. |
| Strategy | | Theory of Action |
| 4.1.1 | Identify and Support “Homegrown Teacher” Programs | If we diversify the staff of the Framingham Public Schools to better reflect its student population, then our students will have more interactions with adults from diverse backgrounds. This will reduce stereotypes and enable our students to be more accepting of--and better prepared for--the diversity in the world around them. |
| 4.1.2 | Address and Modify Recruitment and Hiring Practices | |
| 4.1.3 | Revise New Teacher Induction and Mentor Program | |
| Levers | | <ul style="list-style-type: none"> ● To support and recruit homegrown teachers ● To establish more aggressive recruiting strategies ● To increase opportunities for professional growth within our district ● To develop teacher retention strategies |

| Strategy: 4.1.1 | Identify and Support “Homegrown Teacher” Programs | | |
|---|---|--|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Establish a committee consisting of educators and district leadership to create a plan to develop a homegrown teacher program for students, paraprofessionals and other non-teaching staff to enter the teaching profession</p> <p>Identify and offer opportunities for students and staff, including Early College programs, Adult ESL partnerships and PROPELL (Producing Reading and Oral Proficiency in ELLs) grant for free masters degree in Teaching English as a Second Language</p> | <p>Implement plan to develop a homegrown teacher program for students and paraprofessionals and other non-teaching staff to enter the teaching profession</p> <p>Create a mentoring program for high school students to develop “students in teacher-training”</p> <p>Establish mentoring program for paraprofessionals and other staff interested in becoming teachers</p> | <p>Institute homegrown teacher program for students, paraprofessionals and other non-teaching staff to enter the teaching profession</p> <p>Continue to develop a mentoring program for high school students; expand program to include FPS mentors that stick with students through college</p> <p>Continue mentoring program for paraprofessionals and other staff interested in becoming teachers</p> | <p>“Homegrown teacher” program, including mentoring of current high school students interested in careers in education</p> <p>Opportunities for paraprofessionals and other staff interested in teaching to receive training and work with teacher mentors</p> |

| Strategy: 4.1.2 | Address and Modify Recruitment and Hiring Practices | | |
|---|---|--|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Attend local “diversity in hiring” job fairs</p> <p>Create and disseminate FPS Hiring Manual</p> <p>Bring teachers as representatives to recruitment fairs</p> | <p>Attend regional “diversity in hiring” job fairs</p> <p>Enhance literature distributed at job fairs to highlight commitment to diversify staff</p> <p>Begin hiring process earlier in the</p> | <p>Review and monitor progress toward reducing the diversity gap</p> <p>Review effectiveness of new recruitment practices; identify new strategies</p> | <p>Increased diversity among newly hired staff</p> <p>FPS Hiring Manual</p> <p>Evidence of recruitment strategies used to strengthen the diversity of the candidate pool</p> |

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| <p>Enhance literature distributed at job fairs to highlight commitment to diversify staff</p> <p>Improve language on job postings related to fluency of other languages</p> <p>Expand partnerships with local colleges and universities to recruit diverse student teachers, especially with schools with greater diverse populations</p> | <p>year</p> <p>Continue to expand partnerships with local colleges and universities to recruit diverse student teachers, especially with schools with greater diverse populations</p> | | <p>Increase in number of student teachers with diverse backgrounds, particularly bilingual student teachers</p> <p>Evidence of recruitment strategies used to strengthen the diversity of the candidate pool</p> |
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| Strategy: 4.1.3 | Revise New Teacher Induction and Mentor Program | | |
|---|--|--|--|
| YEAR 1 2017-2018 | YEAR 2 2018-2019 | YEAR 3 2019-2020 | OUTCOMES |
| Action Steps | Action Steps | Action Steps | |
| <p>Gather data regarding teacher turnover</p> <p>Establish exit survey for staff upon resignation</p> | <p>Implement exit survey for staff upon resignation; analyze data to identify areas of priority</p> <p>Develop a plan to retain quality staff; modify plan based on exit surveys and other relevant data</p> | <p>Continue to implement exit survey for staff upon resignation; analyze data to identify areas of priority</p> <p>Implement and monitor newly developed plan to retain quality staff; modify plan based on exit surveys and other relevant data</p> | <p>Results of exit survey and recommended action steps to improve retention</p> <p>Higher retention rate among non-professional status teachers</p> |
| <p>Develop plan to improve current mentor program, including changes to mentor training course, new teacher orientation and new teacher seminar</p> | <p>Revise and update current mentor program; including clearer guidelines and expectations for mentors</p> <p>Revise mentor handbook and mentor training course</p> | <p>Review effectiveness of new teacher induction and mentor program; identify and address areas of need</p> | <p>Modifications to mentor program</p> <p>Expanded pool of qualified mentors to work with new teachers</p> <p>Higher retention rate among non-professional status teachers</p> |

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| | <p>Actively recruit highly rated teachers to mentor new staff</p> <p>Implement year-long new teacher induction program</p> <p>Review and revise New Teacher Orientation program to include more SEI (Sheltered English Instruction) support and training in use of data</p> | | |
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GLOSSARY

BMW Schools - Schools that are currently in proactive turnaround - Brophy, McCarthy and Woodrow Wilson Elementary School

Canvas - An online learning management system (LMS) that allows teachers to integrate curriculum, videos, assignments, projects, assessments, grading, and collaboration all in one location.

Collective Turnaround Action Plan (CTAP) - This plan outlines the work being completed with schools in proactive turnaround based on the Turnaround Site Visits (TSV) at each of the BMW schools.

Crisis Prevention Intervention (CPI) - Training in best practices for de-escalation, restraint and behavior management.

Discovery Education - Digital textbook and video streaming for Social Studies and Science curriculum; used primarily at elementary and middle school level (<http://www.discoveryeducation.com/>)

English Learner (EL) (*formerly English Language Learner*) - A student who was not born in the United States and whose native tongue is a language other than English and who is incapable of performing ordinary classwork in English and/or a student who was born in the United States of non-English-speaking parents and who is incapable of performing ordinary class work in English.

Full Option Science System™ (FOSS) - Philosophy is to engage students in science through active learning. These curriculum kits focus on active investigation, including outdoor experiences, Recording in science notebooks to answer the focus question, reading in FOSS Science Resources and assessment to monitor progress and motivate student reflection on learning (<https://www.deltaeducation.com/foss/how-foss-works/>)

Instructional Leadership Team (ILT) - A coordinated team of teachers and administrators that engages in two way communication with stakeholders regarding the implementation of best practices for the school based on data analysis (*Massachusetts Department of Elementary and Secondary Education Instructional Leadership Team Guide and Resources*)

Integrated Science Curriculum - The Massachusetts Science/Technology Engineering Curriculum Frameworks were revised in 2016. While the old frameworks separated the core ideas of Earth and Space Science, Life Science and Physical Science into three distinct grade levels (6 through 8), the new frameworks have integrated these core ideas so students receive instruction in all three areas during each year of middle school.

iReady Diagnostic - Online diagnostic program for Math and Reading in grades K-8. Currently all elementary schools are utilizing the diagnostic in grades 3-5. Dunning, Hemenway, King, Potter Road and Stapleton also utilize the diagnostic K-2. Brophy, McCarthy and Wilson utilize the diagnostic in grades 1 and 2.

iReady Online Instruction - *i-Ready* provides engaging digital instruction based on individual Diagnostic results that meets students where they are and allows them to work independently on their personalized Online Instruction plans. *i-Ready* Online Instruction efficiently targets skill gaps to help students who are behind access grade-level content and provides challenge and enrichment for students who are ready (<http://i-readycentral.com/articles/welcome-to-i-ready/>).

IXL - An online skills-based learning and practice tool for mathematics (grades 6-12) and science (grade 5). Teachers and students can choose practice sets above, below or at grade level and monitor progress. IXL adapts the complexity of the questions (more difficult or less difficult) based on student's responses to previous problems. (<https://www.ixl.com/>)

MakerSpace - A place for students (or adults) to work on projects; the room is usually equipped with a wide range of technology, tools and materials to meet a variety of needs.

Massachusetts Educators of English Language Learners (MATSOL) - (*formerly Massachusetts Teachers of Speakers of Other Languages*) - Professional association of teachers of English learners; works with the district to provide professional development opportunities for educators. (<http://www.matsol.org/>)

Measured Academic Progress (NWEA MAP) - This formative assessment is given three times per year to our middle school students in ELA, Math and Science. The assessment adjusts the complexity of test questions based on student responses in real-time, providing a comprehensive, standards-based analysis of student growth over time. (<https://www.nwea.org/map-growth/>)

Multistate Association for Bilingual Education, Northeast (MABE) - (*formerly Massachusetts Association for Bilingual Education*) - Professional association for Bilingual educators; works with the district to provide professional development support and training for Dual Language Immersion and Transitional Bilingual Programs.

Multi-Tiered System of Support (MTSS) - A systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

Primary Source - A professional development resource for educators with an emphasis on culturally responsive and globally inclusive instruction. (<https://www.primarysource.org/>)

Professional Development Plan (PDP) - A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. A PDP enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual (*Massachusetts Department of Elementary & Secondary Education*).

Professional Learning Community (PLC) - A professional community of learners is a school where teachers and administration continuously seek to learn and grow professionally and then act on what they learn (Astuto, et.al.1993;DuFour, et.al., 2010). The work is centered on data and coplanning, co-teaching, social emotional learning, academics and data analysis.

Reader's Workshop - Structure for teaching reading that combines explicit, teacher-directed instruction in reading strategies and literacy elements with lots of time for children to practice reading independently with books of their own choosing at an appropriate independent or instructional level. The structure is designed to facilitate differentiated instruction in reading strategies, provide plenty of time for children to read, expose children to quality literature in a variety of genres, and create a classroom community in which reading becomes a source of excitement and joy (©2013 Teaching and Learning Alliance, Inc.)

Research for Better Teaching (RBT) - Support for the district with professional development in student-centered instruction. The district offers a course for teachers (Studying the Skillful Teacher) and a course for evaluators (Analyzing Teaching for Student Results). (<http://www.rbteach.com/>)

Sheltered English Immersion (SEI)- "Sheltered English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English.

STEAM (Science, Technology, Engineering, Arts, Mathematics) - STEAM instruction is a project-based interdisciplinary approach to learning that allows students to develop skills through real-world experiences.

Student Growth Percentile (SGP) - MCAS measurement that complements the grade-level achievement score; SGP indicates a child's change in achievement over time in comparison to students who have performed at that student's same level in past years. In other words, SGP measures how much a student "grew" academically in one year in comparison to his or her peers.

Teaching and Learning Alliance (TLA) - Supporting the district with professional development for teachers, coaches and administrators; emphasis on balanced literacy (gradual release of responsibility from teacher to student), classroom observations and feedback.
(<http://www.teachinglearningalliance.org/>)

Turnaround Site Visit (TSV) - Visit to schools from an outside agency that focuses on the four key turnaround practices: 1. Leadership, shared responsibility, and professional collaboration 2. Intentional practices for improving instruction 3. Student-specific supports and instruction to all students 4. School climate and culture
(<http://www.doe.mass.edu/turnaround/howitworks/monitor-site-visits-turnaround-indicators.pdf>). Information gathered from these visits is used to create turnaround action plans.

WIDA English Language Development (ELD) Standards - An English language proficiency standards framework developed by the WIDA consortium and composed of five standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

Writer's Workshop - Structure for teaching writing that combines explicit, teacher-directed instruction in writing strategies and literacy elements with lots of time for children to practice writing independently (©2013 Teaching and Learning Alliance, Inc.)