



Framingham

PUBLIC SCHOOLS

Embracing differences. Inspiring futures.



Teaching and Learning Subcommittee
OFFICE OF TEACHING AND LEARNING



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

CORE VALUES

FPS and the community stand united in our core values:

- Providing a safe, inclusive, culturally responsive teaching and learning environment
- Engaging antiracist 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

OUR THEORY OF ACTION

IF WE...

- **Create** multiple pathways for learning and an inclusive environment of social-emotional wellness, and we
- **Strengthen** our global educators and engage our families and community in collaborative partnership, and we
- **Ensure** all students have equitable access to resources,

THEN WE WILL...

Provide each student with personalized interventions and accelerations, and advance the achievement, success, and wellness of all students.





TODAY'S AGENDA

- School Opening Report
- FTA/Management Collaboration
- MCAS and ACCESS Update
- Kindergarten Schedule Next Steps
- Chromebook Update
- Math 9-12 Curriculum Review
- Special Education Vertical Alignment





SCHOOL OPENING REPORT

- School year opened with enthusiasm as we welcomed all students back to the classrooms
- Risk mitigation strategies are utilized on a daily basis including the wearing of masks, frequent hand washing and physical distancing
- Commitment to reteaching expectations and PBIS lessons
- Completed initial diagnostic testing and teachers are working to analyze data to create meet students where they are while providing access to grade level standards
- K-2 Reading Teachers have been onboarded to provide direct on site support for students using a push in model
- Dyslexia screener and interventions have been established and schools are working through the first round of interventions





FTA/Management Update

- FTA and Management collaboration meetings continue to occur this school year to problem solve and collaborate
- Groups are divided by level; elementary, middle and the high school
- Consistent membership in the various levels including various district personnel (Principals and Directors) and educators from various buildings





MCAS - Elementary ELA

Grade	Participation Rate	Exceeding	Meeting	Partially Meeting	Not Meeting
3	99%	7	28	48	17
3 High Needs	99%	3	18	55	24
4	98%	5	31	38	27
4 High Needs	99%	1	17	43	38
5	98%	10	31	40	19
5 High Needs	98%	4	21	48	27





MCAS - Elementary Math

Grade	Participation Rate	Exceeding	Meeting	Partially Meeting	Not Meeting
3	98%	2	16	40	42
3 High Needs	98%	0	9	38	53
4	98%	1	18	40	41
4 High Needs	99%	0	8	36	57
5	98%	1	22	46	31
5 High Needs	98%	0	9	47	44





MCAS - Middle School ELA

Grade	Participation Rate	Exceeding	Meeting	Partially Meeting	Not Meeting
6	95%	7	25	32	35
6 High Needs	95%	1	15	35	48
7	95%	3	28	36	33
7 High Needs	95%	1	14	37	49
8	90%	4	26	40	30
8 High Needs	94%	1	13	42	44





MCAS - Middle School Math

Grade	Participation Rate	Exceeding	Meeting	Partially Meeting	Not Meeting
6	95%	3	25	42	30
6 High Needs	95%	0	11	46	43
7	95%	3	22	46	29
7 High Needs	94%	1	9	48	42
8	90%	3	24	40	33
8 High Needs	91%	1	15	38	45





MCAS - FHS ELA and Math

Grade	Participation Rate	Exceeding	Meeting	Partially	Not
10 - ELA	72%	20	45	25	10
10 - ELA High Needs	59%	7	32	42	20
10 - Math	68%	11	45	33	11
10 Math High Needs	54%	3	26	48	23





MCAS Science

Grade	Participation Rate	Exceeding	Meeting	Partially	Not
5	98%	5	28	40	27
5 High Needs	97%	1	16	43	45
8	86%	6	25	41	28
8 High Needs	86%	2	12	46	41
9 Bio	Not Available	27	41	21	11
9 Bio High Needs	Not Available	13	36	30	21





KINDERGARTEN SCHEDULE NEXT STEPS

Content/Activity	Time
Morning Meeting	15 Minutes
Closing Meeting	15 Minutes
Reader's Workshop	55 Minutes
Writer's Workshop	40 Minutes
Phonics Instruction	30 Minutes
Math Workshop	55 Minutes
Sci/SS/SEL	30 Minutes
Lunch	30 Minutes
Recess	15 Minutes
Specials	55 Minutes
Snack	10 Minutes
Choice Time	20 Minutes





CHROMEBOOK UPDATE

- The tech department has handed out over 1200 chromebooks (818 at FHS) to start the year. We also manually updated about 500 in the schools for iReady testing.
- Many students did not return with their assigned chromebook and some were broken. We verify if they are already assigned a device before handing out another.
- New chromebooks were given to all 6th graders.
- The tech department has developed a process where all new students are given a chromebook when they are assigned to a school.
- If a chromebook is broken a teacher, student or admin may fill out a helpdesk ticket and get a new one.
- Carts of chromebooks are available at the schools for loaners.
- The high school has a dedicated helpdesk person in the morning to help with student only issues.
- We are challenged by the quantity of new students and the lack of resumes to hire staff. We currently have 2500 new chromebooks to process. Each takes about 10 minutes to process for a student.





MATH 9-12 CURRICULUM REVIEW

- We are in the process of identifying which subjects within the mathematics umbrella we are starting with
- This will be a two year process due to the amount of courses involved with the high school mathematics program
- We will also review the mathematics electives
- Information will be coming out shortly to high school teachers to gauge interest in participating in the curriculum review process.





SPECIAL EDUCATION VERTICAL ALIGNMENT

Historically, specialized programs were placed in schools that had space, regardless of the elementary to middle school feeder patterns.

A Special Education Strand Committee was established four years ago to identify the inequities that exist for our specialized programs.

We identified three areas in need of attention:

1. Our program strand for students with Developmental Delays was split at two schools so after second grade, the students left Hemenway Elementary School and transferred to Barbieri Elementary School.
2. Our students in our Developmental Delay program didn't go with their peers to middle school as the middle school program is located at Fuller Middle School.
3. Our students in our Learning Disabilities Program didn't go with their peers to middle school as the middle school program is located at Walsh Middle School.





SPECIAL EDUCATION VERTICAL ALIGNMENT

Action Steps to Create Vertical Alignment for the 2022-2023 School Year

- The program for students with Developmental Delays will no longer be in more than one school building as we have been gradually growing the program at Hemenway and stopped sending our second graders to Barbieri three years ago.
- We will be moving our program for students with Learning Disabilities (LD) from McCarthy Elementary School to Hemenway Elementary School for the 22-23 school year.
- We will be moving our program for students with Developmental Delays (DD) from Hemenway Elementary School to McCarthy Elementary School for the 22-23 school year.

These important shifts ensure that:

- all of our specialized programs are a part of a school community from Kindergargen through fifth grade and we will no longer have any split programs.
- all 5th graders at McCarthy will go with their peers to Fuller Middle School, regardless of their specialized program needs.
- all 5th graders at Hemenway will go with their peers to Walsh Middle School, regardless of their specialized program needs.



THANK YOU

