


Teaching and Learning

| Specific Action Steps | Timeline | Expected/Measurable Outcomes | FPS Strategic Plan Reference | Superintendent Goals Reference | Chapter 70 Increase Funding (FY21) and/or SOA Reference |
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| 1. Improving Kindergarten Readiness a. Increase Pre-K Enrollment BLOCKS Scholarships | Winter/Spring | <ul style="list-style-type: none"> ● Increase the number of students accessing PreK in Framingham the FY22 budget for Blocks Pre School to allow for 10% more scholarships. ● Expand the number of seats for Blocks PreSchool by 10%. | | Standard I: Instructional Leadership Standard II: Management & Operations |  |
| 2. Continuing to Improve Anti-Racist Practices a. Support District Offerings b. Participate in School Committee Training c. Support Staff Anti-Racist Training d. Teacher training to interrupt micro-aggressions | On-going | <ul style="list-style-type: none"> ● Mandatory Anti-Racism training built into professional development ● Embed anti-racism into the curriculum. ● Ensure that required curriculum readings include literature from diverse authors. ● Review the curriculum to ensure that a broad spectrum of global ideologies are represented. | Strategic Objective 2.1 | Professional Practice Goal: AntiRacism Standard I: Instructional Leadership Standard IV: Professional Culture | |
| 3. Continue to Evaluate the Code of Conduct data (anti-bullying, supporting protected classes) | On-going | <ul style="list-style-type: none"> ● Student and family surveys will show an increased satisfaction rate of 10% once the Code of Conduct is implemented. ● Trainings for teachers will be completed on promotion and prevention strategies | Strategic Objective 2.5 Strategic Objective 3.1 Strategic Objective 4.2 | Standard IV: Professional Culture | |

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| | | <ul style="list-style-type: none"> • Ongoing administrator training for calibration of the Code | | | |
| 4. Analyze Mentorship Programs for Students at FHS to model good behaviors | 2020-2021 Oct, Jan and June | <ul style="list-style-type: none"> • Completion of entry and exit criteria for each program • Updates on enrollment in each program at the beginning, middle and end of the year • Increase mentoring programs by 40%. • Provide updates to increase the number of students accessing Dual Enrollment slots by 10% in collaboration with the Department of Higher Education (DHE) as the partnership and funding mechanisms allow. | Strategic Objective 2.2 Strategic Objective 2.5 | Standard IV: Professional Culture | |
| 5. Continue to Engage in Curriculum Reviews | On-going monthly. | <ul style="list-style-type: none"> • Study the rigor and relevance of the curriculum. Check for biases and ensure that students are receiving a 21st century education. • Study the scope and progression of math courses in the FPS and make adjustments, if needed for the 2021-2022 school year. • Begin the Literacy Curriculum Review for K-5 | Strategic Objective 1.1 Strategic Objective 1.2 Strategic Objective 1.3 Strategic Objective 1.4 Strategic Objective 1.5 | Student Learning Goal Standard I: Instructional Leadership | |
| 6. Employee engagements through Cont | Fall/Early Winter | <ul style="list-style-type: none"> • Fewer grievances and more teacher satisfaction. • To improve District culture | Strategic Objective 4.2 Strategic Objective 4.3 | Standard IV:- Professional Culture | |

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| <p>7. Continue to support Level-Specific employee engagement FTA to have better back and forth dialogues and support educators</p> <p>8. To improve communication and collaboration with all teachers, administration, and staff</p> | | | | | |
| <p>9. Research Different Research Study different start times for FPS schools late start time for FHS, earlier start time for elementary schools, and school choice process</p> | <p>Fall/Winter Spring/Summer</p> | <ul style="list-style-type: none"> Survey families, students and teachers to gauge the impact on student health, behavior and academic achievement. Engage outside consultants to unpack the complexities of a change in start times | <p>Strategic Objective 2.3 Strategic Objective 2.5</p> | <p>Standard I: Instructional Leadership</p> <p>Standard II: Management & Operations</p> | |
| <p>10. Special Education Reviews</p> <p>a. More data needed on results/outcomes, out of district practices, and facilities needs</p> <p>b. Re-Launching and Partnering with the Framingham Special Education Parents Advisory Council (F-SEPAC)</p> | <p>Ongoing</p> | <ul style="list-style-type: none"> 100% of students will enroll in a more challenging course and will attend at least one extracurricular activity. Increase the number of English Learners, students with disabilities, and students of color in honors and AP coursework School Committee members will have representation at 100% of F-SEPAC meetings Increase the number of English Learners, students with disabilities, and students of color in the SAGE program by at least 25% over next two school years (2020-2022). | <p>Strategic Objective 5.3 Strategic Objective 5.4</p> | <p>Standard I: Instructional Leadership</p> <p>Standard II: Management & Operations</p> <p>Standard III: Family & Community Engagement</p> | |