Framingham Public Schools
Where every child can and will reach high levels of achievement.

Strategic Plan: 2017-2020

Draft for Public Comment: January 2018

The mission of the Framingham Public Schools, a system that understands and values our diversity, is to educate each student to learn and live productively as a critically-thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by a highly-qualified and diverse 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 in an educational model that is steeped in meeting the individual needs of every student in our care through the personalization of learning as an ongoing effort to address achievement and opportunity gaps. We believe that with effective effort, time, and practice, all of our students can and will reach high levels of achievement.

Our diversity is our strength. Our city is enriched and strengthened by its diverse cultural heritage, multinational population, and welcoming attitude toward newcomers. 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.

The Framingham Public Schools adapts instruction to meet the learning and developmental needs of all students through appropriately challenging, high quality, standards-based instruction connected to practical applications. We are an inclusive learning community in which students feel safe taking academic risks while mindfully respecting diversity of opinions. We 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.

Committed to Our Beliefs

- We are committed to providing a safe and welcoming learning environment in order to increase achievement and access for all Framingham students irrespective of their immigration status, national origin, ethnicity, race, religion, sexual orientation, sex and gender identity, socioeconomic status, disability status, or beliefs.

- We are committed to having a teacher population that mirrors our student population so all students have access to role models from diverse backgrounds.

- We are committed to affording all Framingham students the opportunity to a free public education and associated school services with equal treatment, regardless of immigration status.

- We are committed to respecting human differences and ensuring accountability of actions in an environment that strives to achieve educational excellence.

- We are committed to ensuring all schools receive the resources they need 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.

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).

High Leverage District Goal 1.1:
Develop a shared understanding of high quality instruction, including content and instructional strategies, by all staff and executed in all classrooms and instructional settings.

Theory of Action: 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 (*FPS Collective Turnaround Plan 2017-2018*).

- *Lever - Deepen teacher knowledge of content areas and specific shifts in the frameworks*
- *Lever - Collaborative lesson planning and reflection*
- *Lever - Supporting all administrators in their development as instructional leaders*

2017-2018 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Update curriculum for all content areas at all grade levels. **Develop a 7-Year Curriculum Plan and Review Cycle to address immediate and long-term needs**	● 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 ● Review curriculum for grades K-12 in all	● FY18 Curriculum Plan to address immediate needs ● Scope and Sequence and/or Curriculum Maps for identified subject areas and grade levels, including middle school science ● ESL MCU Curriculum Units ● WIDA and SEI Resource	

	content areas ● Identify priority content areas and begin curriculum and scope and sequence revision ● Create 7-Year Curriculum Review Cycle and FY18 Curriculum Plan ● Continue the ESL MCU curriculum work that has been initiated. ● Identify resources to support teachers in strengthening their WIDA knowledge ● Continue to provide resources for staff to utilize RETELL/SEI best practices ● During budget process, consider funding necessary for implementation of Year 1 of curriculum revision	Bank ● Documentation of curriculum status for all grade levels and content areas ● 7-Year Curriculum Plan and Review Cycle	
Develop a plan to increase opportunities for collaboration	● Design a professional development schedule for the 2018-2019 academic year that includes opportunities for vertical planning and curriculum alignment ● Review coaching model, including placement of ELD coaches to support	● Established plan, including timeline, to provide leadership in all content areas at all grade levels ● Plan, including timeline, for creating co-planning periods and other opportunities for collaboration in school	

	all English learners ● Identify ways to support teaching in all subject areas K-8, including science and social studies ● Review collaboration practices across the district and identify model to provide staff at all schools with opportunities to plan with peers ● Identify ways to begin providing staff with common planning time (e.g. common planning periods, PLCs, summer work) ● For elementary schools, create a team that looks at best practices for creating school schedules; create schedules that incorporate ESL, Special Education, and Gifted and Talented as part of the master schedule	schedules	
Develop professional development plan for administrators around instructional leadership	● Survey administrators about needs ● Conduct observations of administrators to look at strengths and challenges ● Establish Leadership	● Establishment of Leadership PD Committee ● Professional development plan for administrators	

	Professional Development Committee to develop plan for 2018-2019 academic year and beyond ● Provide targeted professional development for building administrators based on identified areas of need	● Opportunities for professional development for administrators	

2018-2019 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Update curriculum for all content areas at all grade levels. **Develop a 7-Year Curriculum Plan and Review Cycle (Year One of 7-Year Curriculum Review Cycle)**	● Provide professional development for teachers regarding revised curriculum ● Convene appropriate education professionals to facilitate first year of curriculum review ● Update curriculum and scope and sequence for high priority content areas as identified in 7-Year Curriculum Review Cycle ● Complete ESL MCU curriculum writing ● Continue to provide resources to ensure all teachers have WIDA knowledge	● Revised Scope and Sequence and Unit Maps as identified in plan ● Publication of revised curriculum via Canvas ● More consistent implementation and pacing of curriculum throughout district ● Evidence of classroom instruction aligned with updated curriculum ● Completed ESL MCU curriculum ● WIDA and SEI resources posted on Canvas ● Evidence of increased use of SEI strategies and language level differentiation in	

	● Support evaluators in assessing RETELL/SEI best practices in classrooms ● Identify budgetary needs to implement curriculum in upcoming academic year. This includes materials, textbooks, assessments, and professional development	mainstream classrooms ● School schedules include common planning time	
Increase opportunities for collaboration	● Provide and support opportunities for vertical planning and alignment ● Provide professional development around PLCs, coaching, co-teaching and collaboration ● Develop school schedules with common planning time to be implemented in 2019-2020 at all schools (e.g. common planning periods, PLCs, summer work) ● Monitor collaboration across the district and identify ways to address models in which some/all staff do not have opportunities to plan with peers	● Professional development opportunities related to collaboration ● 2019-2020 school schedules containing co-planning time	

Implement PD plan for administrators around instructional leadership	- Schedule peer observations for administrators with identified focus areas for observation - Provide opportunities for administrators to visit other schools/districts - Provide targeted professional development for building administrators based on identified needs	- Peer observation data for administrators, including a standard data collection tool for all observations - Professional development opportunities for administrators	

2019-2020 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Update curriculum for all content areas at all grade levels. **Develop a 7-Year Curriculum Plan and Review Cycle (Year Two of 7-Year Curriculum Review Cycle)**	- Provide professional development for teachers regarding revised curriculum - Update curriculum and scope and sequence for content areas as identified in 7-Year Curriculum Review Cycle - Continue to provide resources to ensure all teachers have WIDA knowledge - Support evaluators in assessing RETELL/SEI best practices in classrooms	- Revised Scope and Sequence and Unit Maps as identified in plan - Evidence of classroom instruction aligned to newly revised curriculum - Additional WIDA and SEI resources posted on Canvas - Evidence of increased use of SEI strategies and language level differentiation in mainstream classrooms - PLC handbook for staff	

Continue 7-year Curriculum Review Cycle (Year Two)	● Convene appropriate education professionals to facilitate second year of curriculum review ● Identify budgetary needs to implement curriculum in upcoming academic year. This includes materials, textbooks, professional development, assessments	● Publication of revised curriculum via Canvas ● Consistent implementation and pacing of curriculum throughout district	
Sustain and improve upon opportunities for collaboration	● Provide and support opportunities for vertical planning and alignment ● Provide professional development around PLCs, coaching, co-teaching and collaboration ● Establish common practices for PLCs and team meetings; provide training and individual coaching as needed ● Monitor collaboration across the district and identify ways to address models in which some/all staff do not have opportunities to plan with peers ● Identify "model" teachers who exhibit high quality instructional practices in	● All school schedules include common planning time ● Professional development opportunities related to collaboration ● Identification of "model" teachers	

	one or more areas ● Begin to develop a bank of videos of "model" teachers in action		
Expand professional development plan for administrators around instructional leadership	● Schedule peer observations for administrators with identified focus areas for observation ● Provide opportunities for administrators to visit other schools/districts. ● Provide targeted professional development for building administrators based on identified needs	● Peer observation data for administrators, including establishment of standard data collection tool ● Professional development opportunities for administrators	

High Leverage District Goal 1.2:

Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback.

Theory of Action: 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.

- *Lever - Common formative assessments in all content areas*
- *Lever - Collaborative data analysis*
- *Lever - Shift to data-driven, student-centered instruction*

2017-2018 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Create common formative assessments for all grade levels and content areas (Year One)	- Convene a team of educators and administrators to review current common formative assessments used in the district - Review currently used common assessments and evaluate their validity - Create 5-year plan to develop and implement common assessments district-wide in all grade levels and content areas - Identify a cohort of teachers to join the Middle School Science Network - Implement ELD Fall and Spring Formative Assessment (already	- Established database of current formative assessments 3-Year plan to roll out common assessments across the district, including assessment development and implementation - Increased understanding of high-quality middle school science assessments through participation in Middle School Science Network - Analysis of ELD formative assessment data to determine test validity and identify necessary adjustments	

	developed for grades K-12); use results to determine determine validity of assessment		
Use data from common assessments to drive instruction	- Develop professional learning communities at grade levels and in content areas to analyze results of already-existing assessments and inform instruction. - Re-establish District Data Team - Provide school-based data teams with professional development on how to use data to drive instruction - Provide coaches with professional development on how to support teachers in the use of data	- Existing professional learning communities demonstrate improved ability to analyze data and make informed, student-driven decisions about instruction - Convening of new District Data Team with regular meeting cycle - Targeted professional development for middle school data teams to establish and/or improve practices - Increased support from coaches to guide teachers in the practice of data-driven decision making	

2018-2019 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Create common formative assessments for all grade levels and content areas (Year Two)	Establish teams of teachers and administrators to create or recommend formative	Development of common formative assessments in ELA, mathematics and science	

	- assessments in priority areas - Provide professional development to staff assigned to write assessments - Establish and communicate timeline for administering each assessment	Improved ELD assessments based on recommendations from 2017-2018 review	
Expand on the use of data from common assessments to drive instruction	- Develop professional learning communities at grade levels and in content areas to analyze results of existing assessments and inform instruction - Monitor school-based data teams and PLCs for effective analysis of data - Support building principals, coaches and department heads in use of data from state assessments - Provide training on use of data cycles - Promote use of effective feedback through opportunities for professional development; building capacity among coaches, department heads and administrators; and	- Increased use of professional learning communities to analyze data and make informed, student-driven decisions about instruction - Recommendations from District Data Team on areas of focus for improving student achievement - Targeted professional development for data teams to establish and/or improve practices - Increased support from coaches to guide teachers in the practice of data-driven decision making - Evidence of adjustments to practice and the use of interventions in instructional settings - Opportunities for	

	shared best practices	professional development related to high expectations and effective feedback	

2019-2020 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Create common formative assessments for all grade levels and content areas (Year Three)	- Establish teams of teachers and administrators to create or recommend formative assessments in priority areas - Provide professional development to staff assigned to write assessments - Establish and communicate timeline for administering each assessment - Administer assessments created in 2018-2019; gather data from assessments. Store data for long-term analysis to determine validity of assessment. - Analyze data from assessments and make adjustments as needed	- Continued development of common formative assessments in core content areas - Implementation of common assessments developed in 2018-2019; use of data from assessments to determine test validity; evidence of improvements made to assessments as needed - Improved capacity of staff to create, analyze and revise assessments	
Consistently use data from	Continue to support	Consistent use of	

common assessments to drive instruction	professional learning communities at grade levels and in content areas to analyze results of existing assessments and inform instruction. ● Monitor school-based data teams and PLCs for effective analysis of data ● Support building principals, coaches and department heads in use of data from state assessments	professional learning communities to analyze data and make informed, student-driven decisions about instruction ● Increased evidence of adjustments to practice and use of interventions in instructional settings ● Recommendations from District Data Team on areas of focus for improving student achievement ● Targeted professional development for principals to support data teams in improving practices ● Consistent support from coaches in guiding teachers in the practice of data-driven decision making ● Opportunities for professional development related to high expectations and effective feedback	

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.

High Leverage District Goal 2.1:
Promote academic achievement and social and emotional growth for all students.

Theory of Action: 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.

- *Lever - Provide social and emotional learning experiences for students in order to encourage responsible behaviors and choices while building and fostering positive interpersonal skills*
- *Lever - Faithful implementation of a Multi-Tiered System of Support*
- *Lever - 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*

2017-2018 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Analyze social and emotional data and academic growth and achievement.	● Form committee to review Panorama data and MCAS data ● Analyze Panorama data and compare to academic achievement by grade level and school ● Identify current strategies used across district to address and monitor student behavior	● Clearly defined role of student support team, including recommendations for ideal composition of staff members on student support teams ● Report of current tiered interventions used at schools, including frequency and proliferation of their use	

	● Review PBIS data (SWIS) to identify problems of practice and how they relate to academic achievement ● Review current student support teams to define role, ensure consistency, and identify consistent team structure, including bilingual staff ● Collect and analyze tier 2 and tier 3 social and emotional interventions (e.g. SWIS tiered data) ● Define SEL growth and progress; determine appropriate measures ● During budget process, identify resources (curriculum, training, personnel, assessment, data collection) to support and monitor SEL implementation across the district	across the district ● Identified trends in social and emotional and academic areas at each school and grade level ● Articulated definition of growth for SEL; identification of appropriate measures	
Create a professional development plan for all staff on the social and emotional needs of students	● Research and identify appropriate professional development related to social and emotional learning for all staff. ● During budget process, allocate resources for recommended professional	● Guest speaker series related to social and emotional learning for all staff during district-wide professional development days ● Professional development opportunities related to	

Strategy	Action Steps	Expected Outcomes	Resources Needed
	development	social and emotional learning	
Review status of district's Multi-Tiered System of Support (MTSS) Framework	- Establish team of building leaders, support staff and directors to review district's MTSS framework - Review district's current MTSS framework - Research existing social and emotional referral processes and review for effectiveness - Make recommendations for MTSS framework improvement and consistent referral process - During budget process, address need for resources to revise MTSS framework and monitor implementation	- Recommended changes to district's current MTSS framework - Established standard referral process for use district-wide	

2018-2019 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Develop plan to improve academic, social and emotional growth	- Research and identify appropriate SEL curriculum for district - Share effective strategies and structures of progress monitoring for	2-year social and emotional vision statement and goals for district-wide improvement in curriculum and support	

	academic, social and emotional growth. ● Develop consistent student support team model to deliver social and emotional support ● Establish tool to collect and measure SEL data	services ● More consistent practices across district, including school-based interventions and referrals ● Proposed model for student support team and plan (with timeline) to implement this model consistently district-wide ● Identification 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	
Provide professional development to staff on the social and emotional needs of students	● Provide appropriate professional development related to social and emotional learning to staff ● Monitor effectiveness of professional development through student conduct reports and referrals ● During budget process, allocate resources for continued professional development	● Opportunities for professional development related to social and emotional learning (e.g. PBIS, MTSS and bullying) ● Results from review of data from student referrals	

| Revise district's multi-tiered system of support (MTSS) framework | • Revise district's MTSS framework
• Revise and implement consistent student referral process
• Develop protocol for streamlined workflow for crises
• During budget process, address need for resources for training and implementation regarding MTSS | • Initial revisions to district's MTSS framework
• Establishment of consistent workflow for student crises, including communication plan | |

2019-2020 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Implement plan to improve social and emotional and academic growth	• Begin pilot of identified SEL curriculum • Share effective strategies and structures of progress monitoring for academic, social and emotional growth. • Implement and monitor effectiveness of student support team model; research and make modifications as needed • Begin collecting SEL data	• Improved and consistent use of interventions with students in all schools • Improved student attendance at all grade levels and all schools • Decrease in reports of bullying at all schools • Decrease in suspension and expulsion rates at all schools	
Expand opportunities for professional development on	• District wide training on MTSS and how we are	• Opportunities for professional	

the social and emotional needs of students	holding schools accountable for implementing MTSS ● Expand opportunities for professional development to staff as identified in PD plan ● Monitor effectiveness of professional development through referral process ● During budget process, allocate resources for continued professional development	development on student intervention strategies ● Clear and consistent communication regarding MTSS	
Implement district's multi-tiered system of support	● Consistently adhere to student referral process ● Implement workflow protocol for all crises ● Review and revise MTSS as needed ● During budget process, address need for resources for training and implementation regarding MTSS	● Reduction in number of referrals district-wide ● Improved social and emotional climate as evidenced from data gathered from staff, student and family surveys around school culture and climate	

High Leverage District Goal 2.2:
Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs.

Theory of Action: 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.

- *Lever - Consistent use of data to identify student-specific academic and non-academic needs*
- *Lever - Provide targeted interventions and supports to students and monitor for effectiveness*
- *Lever - Increased support for all teachers, but especially for teachers of English learners, students with disabilities, and gifted learners*

2017-2018 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Identify appropriate data sources for both academic and non-academic needs	- Research and review current measures of student progress in both academic and non-academic areas; connect to district's MTSS framework - Identify areas that lack sufficient data sources and/or assessments - Create plan to develop appropriate district level assessments, including assessments in Spanish and Portuguese	Plan for development and implementation of additional data sources and assessments, including translated assessments	
Identify and review current structures for student interventions	Establish team of educators and administrators to review current intervention	Analysis and subsequent recommendations for model system of interventions for	

	practices ● Survey individual schools to identify current supports and interventions for behavioral and academic needs ● Analyze effectiveness of identified programs ● Recommend model system of supports and interventions for behavioral and academic needs ● Review school schedules across the district and make recommendations that allow time for staff collaboration related to student interventions	behavioral and academic needs ● Revised school-day and school-week schedule to provide consistent and equitable instruction and interventions across all schools	
Develop plan to support teachers in the use of data and the implementation of interventions	● Provide assistance to classroom teachers in the identification of appropriate interventions based on data ● Develop plan to increase capacity of coaches and department heads to support teachers in differentiation and targeted interventions ● Identify appropriate professional development for staff regarding data analysis,	● Opportunities for professional development, coaching and other supports in the use of intervention strategies ● Plan for training of coaches and department heads to serve as support for teachers in delivering targeted interventions	

	behavioral interventions and instructional strategies ● During budget process, plan for professional development for staff related to interventions ● During budget process, identify district needs for support services		

2018-2019 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Create process for consistent use of data sources for academic and non-academic needs	● Consistently implement assessments across district to monitor student needs ● Develop assessments based on identified areas of need during 2017-2018 review of data sources	● Consistent practices across district in the assessment, data analysis, and interventions to support individual student needs	
Enhance current structures for student interventions	● Pilot model system of supports and interventions for behavioral and academic needs; monitor for effectiveness ● Develop a common school schedule that allows time for staff collaboration related to	● Increased response to student needs, including consistent use of district referral process ● Consistent school schedule for all schools at given grade level, with built-in co-planning and collaboration time	

	student interventions		
Provide professional development to support teachers in the use of data and the implementation of interventions	● 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 ● Measure effectiveness of professional development ● Provide ongoing and focused professional development to mainstream teachers in providing interventions for English learners, students with disabilities and gifted learners, with an emphasis on using data to identify student needs ● Train staff in the use of multiple varied groupings based on student achievement ● Provide targeted assistance to classroom teachers in the implementation of interventions ● Implement plan to increase capacity of	● Opportunities for professional development around data-based decision making ● Increased evidence of differentiation in mainstream classrooms to support English learners, students with disabilities and gifted learners ● Increased evidence of multi-varied and flexible grouping at elementary and middle school level ● Professional development opportunities related to instructional strategies for English learners, students with disabilities and gifted learners	

Strategy	Action Steps	Expected Outcomes	Resources Needed
coaches and department heads to support teachers in differentiation and targeted interventions			

2019-2020 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Monitor and refine use of data sources for academic and non-academic needs	● Consistently implement assessments across district to monitor student needs, including newly developed assessments ● Monitor assessments for effectiveness; make adjustments as necessary	● Consistent use of assessments across district to monitor students' academic and non-academic needs; evidence of interventions based on data from assessments	
Refine current structures for student interventions	● Expand pilot of model system of supports and interventions for behavioral and academic needs; monitor for effectiveness ● Review and refine common schedule that allows for effective time for interventions and co-planning	● Improved consistency of practice and response to individual student needs	
Provide professional development to support teachers in the use of data	● Provide targeted professional development on data	● Professional development opportunities related to	

| **and the implementation of interventions** | analysis, multi-varied groupings and differentiation, particularly to new staff
● Provide ongoing and focused professional development to mainstream teachers to better support English learners, students with disabilities and gifted learners
● Measure effectiveness of professional development
● Provide targeted assistance to classroom teachers in the implementation of interventions
● Continue to provide assistance to coaches and department heads to increase their capacity to support teachers in differentiation and targeted interventions | data analysis and multi-varied groupings
● Evidence of consistent use of flexible and multi-varied groupings at elementary and middle school level
● Professional development opportunities related to instructional strategies for English learners, students with disabilities and gifted learners
● Evidence of increased use of interventions and other strategies to differentiate instruction for English learners, students with disabilities and gifted learners | |

High Leverage District Goal 2.3:
Support a culture of rigor and excellence for all students in all settings.

Theory of Action: 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.

- *Lever - Instilling the growth mindset in all staff and students*
- *Lever - Shift from teacher-led to student-centered instruction*
- *Lever - Commitment to clearly communicated criteria for success*
- *Lever - Understanding and addressing the unique needs of all students, including English learners, students with disabilities and gifted learners*

2017-2018 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Develop plan to increase understanding of the growth mindset and student-centered instruction	- Establish team of educators, administrators and FTA leadership - Define the terms *rigor* and *excellence* - Create clear expectations around rigor and excellence - Develop a plan for increasing teacher capacity for student-centered instruction - Create "What to Look For" tool for walk-throughs and learning walks	- Clearly articulated definitions of *rigor* and *excellence* "What to Look For" tool related to clear and high expectations	

	● During budget process, consider resources required		
Identify current growth mindset lessons and learning experiences in the district	● Gather information about growth mindset lessons currently taught in the district ● Review curriculum maps to identify areas in which growth mindset and effective effort are embedded in the content	● Data bank of growth mindset lessons used in the district ● Identified existing curriculum units with embedded growth mindset concepts and skills	
Evaluate current use of rubrics and criteria for success across district	● Gather information about rubrics and other criteria for success tools used in the district ● Develop plan for creating and implementing a system of rubrics, including identification of priority areas for rubrics ● Identify schools and staff who consistently identify success criteria along with learning objectives ● During budget process, identify funds for creating and supporting use of rubrics, including professional development	● Data bank of rubrics used throughout the district, including purpose, grade level(s), and frequency of use ● Identification of existing patterns across the district regarding the statement of learning objective and success criteria; identification of any existing "lab" schools that have already established this expectation ● 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	

2018-2019 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Implement plan to increase understanding of growth mindset and student-centered instruction	● Communicate clear expectations around rigor and excellence ● Provide professional development and coaching to increase teacher capacity for student-centered instruction, including supporting English learners, students with disabilities and gifted learners ● Support evaluators in identifying and providing feedback around student-centered instruction ● Utilize "What to Look For" rubric during learning walks ● Evaluate "What to Look For" tool for effectiveness; adjust as needed ● Begin calibrating use of "What to Look For" tool with administrators	● Communicated definitions of *rigor* and *excellence* ● Evidence of use of "What to Look For" tool during learning walks and classroom walk-throughs ● Professional development opportunities for evaluators on providing feedback around student-centered instruction ● Professional development opportunities related to differentiation in student-centered instruction	

	● Increase extension course offerings aligned with this goal ● Consider online professional development opportunities to increase staff capacity to address high expectations, student-centered learning and growth mindset		
Increase the bank of growth mindset lessons and learning experiences in the district	● Use Canvas to disseminate information about growth mindset lessons currently taught throughout the district ● Highlight curriculum maps to identify areas in which growth mindset and effective effort are embedded in the content ● Gather additional lessons and resources on the growth mindset ● During curriculum revision process, add student-centered strategies and activities (e.g. collaboration, project based learning, questioning strategies, making student thinking visible)	● On Canvas, access to data bank of growth mindset lessons ● Increased reference to instructional strategies related to student-centered learning experiences in curriculum maps ● Increased use of growth mindset "language" in academic and non-academic settings (e.g. "I can't do this" versus "I haven't found the right strategy yet")	

Strategy	Action Steps	Expected Outcomes	Resources Needed
Increase the use of rubrics and criteria for success across district	- Implement plan for creating a system of rubrics to communicate expectations and provide feedback - Develop series of rubrics to be piloted across the district - Provide professional development to support staff implementation of pilot rubrics - Support staff in the use of success criteria along with learning objectives	- Draft rubrics for use district-wide; identification of staff to pilot new rubrics - Professional development opportunities related to learning objectives and success criteria - Evidence of increased use of learning objectives and success criteria in classrooms across the district	

2019-2020 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Continue to increase understanding of growth mindset and student-centered instruction	- Provide targeted professional development and coaching to increase teacher capacity for student-centered instruction, including supporting English learners, students with disabilities and gifted learners - Support evaluators in identifying and providing feedback around student-centered	- Increased Evidence of use of "What to Look For" tool during learning walks and classroom walk-throughs - Evidence of increase in evaluators providing feedback around student-centered instruction - Evidence of increased differentiation in student-centered instruction to include appropriately challenging	

	• instruction • Utilize "What to Look For" rubric during learning walks • Assess data from learning walks to identify areas in need of additional support • Continue to offer extension courses aligned with goal • Consider online professional development opportunities to increase staff capacity to address high expectations, student-centered learning and growth mindset	experiences for all students, including English learners, students with disabilities and gifted learners	
Expand upon the bank of growth mindset lessons and learning experiences in the district	• Highlight curriculum maps to identify areas in which growth mindset and effective effort are embedded in the content • During curriculum revision process, add student-centered strategies and activities (e.g. collaboration, project based learning, questioning strategies, making student thinking visible) • Identify lesson	• Increase in variety and availability of growth mindset lessons on Canvas • Increased reference to instructional strategies related to the growth mindset and student-centered learning experiences in curriculum maps • Regular use of growth mindset "language" in academic and nonacademic settings	

	"exemplars" and model teachers who have embedded practices into their daily classwork	● Identification of lesson "exemplars" and teachers who model the growth mindset and communicate high expectations in their daily lessons	
Establish rubrics and criteria for success across district	● Continue creating and implementing a system of rubrics ● Evaluate first round of rubrics for effectiveness; make adjustments as needed ● Use Canvas to publish rubrics for use by educators across the district ● Continue to develop and pilot rubrics as outlined in plan ● Provide professional development to support staff implementation of rubrics ● Support evaluators in providing feedback to staff regarding the use of success criteria along with learning objectives	● Updated rubrics, development of additional rubrics as needed ● Increased use of rubrics to communicate expectations and provide feedback ● Professional development opportunities related to learning objectives and success criteria ● Evidence of consistent use of learning objectives and success criteria in classrooms across the district	

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).

High Leverage District Goal 3.1:

Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools.

Theory of Action: 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.

- *Lever - Task force comprised of parents, community members and staff to develop a comprehensive plan for family and community engagement*
- *Lever - Consistent communication between all stakeholders*

2017-2018 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Inventory existing family and community partnerships	● Create a task force consisting of district staff, parents and community members ● Develop a district plan for communication regarding available programs, town-wide PTO, and community organizations ● Survey families to identify needs ● Develop plan to increase partnerships with families and community ● Establish contacts with	● Creation of task force ● Results of family survey related to communication and partnerships ● Plan for improving communication and increasing outreach to families and community ● Evidence of outreach to local internet providers ● Evidence of increased use of Home Visit program	

	local internet providers to increase accessibility for all families ● Develop plan to continue and expand Home Visit program ● Develop regular meeting schedule for stakeholders to communicate ongoing plans at the district and school levels.		
Improve multilingual communications	● Develop plan to provide more timely translations of parent communications ● Standardize documents common to all schools for recurring activities; include translations and store in centralized location (e.g. field trip, PTO meetings, open house) ● Streamline process for organizing events to include requests for translators ● During budget process, consider the need to make translations services available year-round	● Increased turn-around time for translation requests ● Database of common family communications, including translations of documents ● Translation services available at all parent events	

Develop plan to expand adult learning opportunities	● Develop plan to expand adult learning program to include a Parent Academy to train families on topics such as student discipline and internet safety	● Research related to implementation of Parent Academy	

2018-2019 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Increase and strengthen family and community partnerships	● Implement district plan for communication regarding available programs, town-wide PTO, and community organizations ● Work with local internet providers to increase accessibility for all families ● Implement regular meeting schedule for stakeholders to communicate ongoing plans at the district and school levels. ● Ensure district includes principals and secretaries when distributing district-wide letters ● Clearly define role of PTO and school council	● Plan for improving communication and increasing outreach to families and community ● Evidence of communication with local internet providers, including proposal to increase access ● Articulated roles of PTO and school council ● Increased accessibility to parent communications on district website ● Evidence of increased use of Home Visit program ● Evidence of steps taken to increase family participation in middle school and high school PTOs	

	● Include a "parent communication" tab on district web page ● Continue and potentially expand Home Visit program ● Increase participation in middle school and high school PTOs through family engagement surveys, collaboration between middle school and high school PTOs, and increase in Townwide PTO events		
Improve multilingual communications	● Begin plan implementation to provide more timely translations of parent communications ● 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) ● Increase accessibility of translators for parent events ● During budget process, consider the need to make translation services available year-round	● Increased turn-around time for translation requests ● Expanded database of common family communications, including translations of documents ● Translation services available at all parent events	

Strategy	Action Steps	Expected Outcomes	Resources Needed
Expand adult learning opportunities	● Identify resources to enhance adult learning program; consider introducing a Parent Academy to train families on topics such as student discipline and internet safety ● During budget process, consider resources necessary to expand adult learning	● Plan for implementation of Parent Academy	

2019-2020 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Increase and strengthen family and community partnerships	● Continue to work with local internet providers to increase accessibility for all families ● Increase use of electronic communication with parents ● Expand Home Visit program ● Survey families regarding current engagement and identify areas of need ● Increase participation in middle school and high school PTOs through family engagement surveys, collaboration between middle school	● Increased communication with families and community ● Improved access to internet for all families ● Increased accessibility to parent communications on district website ● Evidence of impact of Home Visit program, particularly increased family engagement ● Increased family participation in middle school and high school PTOs	

	and high school PTOs, and increase in Townwide PTO events		
Improve multilingual communications	- Provide timely translations of all parent communications - 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) - During budget process, consider the need to make translation services available year-round	- Consistent and efficient turn-around time for translation requests - Expanded database of common family communications, including translations of documents - Availability of translation services at all parent events	
Expand adult learning opportunities	- Begin expansion of adult learning program, possibly to include a Parent Academy to train families on topics such as student discipline and internet safety - During budget process, consider resources necessary to expand adult learning	Implementation 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*).

High Leverage District Goal 4.1:

Create and nurture a collegial, collaborative, and professional culture among teachers that supports the district's focus on increasing student achievement.

Theory of Action: 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.

- *Lever - Shared responsibility for student learning*
- *Lever - Self-assessment and goal-setting cycle for all district and school leaders*
- *Lever - Establish a collegial, respectful, and trusting environment for staff and families*
- *Lever - Establish professional learning communities across the district*

2017-2018 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Define shared responsibility for student learning.	- Establish committee of stakeholders to define *shared responsibility*. - Develop plan to increase staff responsibility for the academic achievement of all students	Articulated definition of *shared responsibility*; communicated expectation that "every child can and will reach high levels of achievement"	
Establish self-assessment and goal-setting cycle for all district and school leaders	- Establish timeline and expectation for self-assessment and goal-setting - Review process and make adjustments as	Timeline for principal evaluations	

	needed		
Develop plan to implement professional learning communities throughout the district	● Establish consistent set of expectations for professional learning communities ● Develop plan to provide professional development to staff regarding professional learning communities and the use of protocols for analyzing student work or solving dilemmas. ● During budget process, consider resources necessary to support PLCs	● Increased implementation of professional learning communities	
Create a culture of collegiality and collaboration	● Increase opportunities to participate in FPS social events ● Increase opportunities for wellness activities after school (e.g. Yoga) ● Continuation of Superintendent residencies at schools ● Gather data about peer observation practices across the district ● Encourage peer observations among staff ● Review school schedules to promote collaboration	● Opportunities for social and wellness activities for all staff ● Database of peer observation practices in the district ● Evidence of peer observations throughout the district	

	and co-planning		
Provide relevant professional development for all staff	• Establish committee to review professional development needs of staff • Develop review process for all building-based professional development to ensure needs of all staff are met	• Established protocol for review of building-based professional development • Professional development opportunities for all staff relevant to their role and aligned to the district's strategic plan	

2018-2019 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Introduce expectations regarding shared responsibility for student learning	• Develop plan to increase staff responsibility for the academic achievement of all students • Communicate expectations to all stakeholders	• Increased collaboration among staff in the academic, social and emotional well-being of children	
Continue self-assessment and goal-setting cycle for all district and school leaders	• Continue timeline and expectation for self-assessment and goal-setting	• Consistent timeline for principal evaluations	
Implement professional learning communities (PLCs) throughout the district	• Establish professional learning communities at all schools • Provide professional development to staff	• Professional development opportunities around PLCs • Increased	

	regarding professional learning communities and the use of protocols for analyzing student work or solving dilemmas.	implementation of professional learning communities	
Create a culture of collegiality and collaboration	● Increase opportunities to participate in FPS social events; engage with community partners to enhance offerings ● Increase opportunities for wellness activities after school (e.g. Yoga) ● Support administrators in developing a peer observation schedule, allowing time for post-conferencing ● Review school schedules to promote collaboration and co-planning	● Opportunities for social and wellness activities for all staff ● Evidence of increase in peer observations throughout the district ● Increase in peer observations and post-conferences throughout district	
Provide relevant professional development for all staff	● Convene committee to review professional development needs of staff ● Assess and revise review process for building-based professional development as needed	● Consistent use of protocol to review building-based professional development ● Professional development opportunities for all staff relevant to their role and aligned to the district's strategic plan	

2019-2020 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Expand the culture of shared responsibility for student learning.	● 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	● Increased collaboration among staff in the academic and social-emotional well-being of children	
Provide clear expectations and regular communication regarding the evaluation process for all district and school leaders	● Continue timeline and expectation for self-assessment and goal-setting ● Create a regular cycle of feedback for each administrator, including conferencing and reflection	● Consistent timeline for principal evaluations ● Consistently communicated feedback related to expectations	
Implement Professional Learning Communities (PLCs) throughout the district	● Continue to support professional learning communities at all schools ● Establish professional learning communities at the district level ● Provide professional development to staff regarding professional learning communities and the use of protocols	● Professional development opportunities around PLCs ● District-level PLCs ● Existence of professional learning communities across entire district	

	for analyzing student work or solving dilemmas.		
Create a culture of collegiality and collaboration	- Increase opportunities to participate in FPS social events; engage with community partners to enhance offerings - Increase opportunities for wellness activities after school (e.g. Yoga) - Establish and communicate expectations for administrators to develop a peer observation schedule in their school, including time for post-conferencing - Support principals in scheduling and coordinating peer observations among all staff - Create school schedules that promote collaboration and co-planning	- Enhanced opportunities for social and wellness activities for all staff - Involvement of all staff in peer observations, including pre- and post-conferencing	
Provide relevant professional development for all staff	- Monitor review process for building-based professional development as needed - Survey staff on professional	Professional development opportunities for all staff relevant to their role and aligned to the district's strategic plan	

		development needs ● Review feasibility of developing a New Teacher Academy or similar course for new staff within first 3 years of employment	● New Teacher Academy proposal	

Establish hiring practices that diversify school and district staff to reflect the student population of the Framingham Public Schools.

Theory of Action: 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.

- *Lever - Support and recruit homegrown teachers*
- *Lever - Establish more aggressive recruiting strategies*
- *Lever - Increase opportunities for professional growth within our district*
- *Lever - Teacher retention strategies*

2017-2018 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Develop a plan to identify and support potential "homegrown teacher" programs	● Establish a committee consisting of educators and district leadership ● Create a plan to develop a homegrown teacher program for students, paraprofessionals and other non-teaching staff to enter the teaching profession ● During budget process, consider resources necessary to implement plan	● Committee recommendations for a "homegrown teacher" program for high school students and non-teaching staff interested in entering the teaching profession	
Address and modify recruitment and hiring practices	● Attend local "diversity in hiring" job fairs ● Bring teachers as representatives to	● Increased diversity among newly hired staff ● Evidence of recruitment strategies used to	

	recruitment fairs ● Enhance literature distributed at job fairs to highlight commitment to diversify staff ● Improve language on job postings related to fluency of other languages ● Begin hiring process earlier in the year ● Expand partnerships with local colleges and universities to recruit diverse student teachers, especially with schools with greater diverse populations	strengthen the diversity of the candidate pool	
Review new teacher induction and mentor program, and teacher retention data	● Gather data regarding teacher turnover ● Establish exit survey for staff upon resignation ● Develop plan to improve current mentor program, including changes to mentor training course, new teacher orientation and new teacher seminar	● Results of exit survey and recommended action steps to improve retention ● Recommended changes to mentor program	

2018-2019 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Develop "homegrown teacher" programs	- Implement plan to develop a homegrown teacher program for students and paraprofessionals and other non-teaching staff to enter the teaching profession - Create a mentoring program for HS students to develop "students in teacher-training" - Establish mentoring program for paraprofessionals and other staff interested in becoming teachers - During budget process, consider resources necessary to implement plan	- Initial rollout of "homegrown teacher" program, including mentoring of current high school students interested in careers in education - Pilot opportunities for paraprofessionals and other staff interested in teaching to have teacher mentors	
Monitor and improve recruitment and hiring practices	- Attend regional "diversity in hiring" job fairs - Bring teachers as representatives to recruitment fairs - Enhance literature distributed at job fairs to highlight commitment to diversify staff - Improve language on job	- Increased diversity among newly hired staff - Evidence of recruitment strategies used to strengthen the diversity of the candidate pool - Increase in number of student teachers with diverse backgrounds, particularly bilingual	

	postings related to fluency of other languages ● Begin hiring process earlier in the year ● Expand partnerships with local colleges and universities to recruit diverse student teachers, especially with schools with greater diverse populations	student teachers	
Revise new teacher induction and mentor program, and improve teacher retention	● Implement exit survey for staff upon resignation; use data to identify areas of priority ● Improve current mentor program ● Actively recruit highly rated teachers to mentor new staff ● Develop a plan to retain quality staff; modify plan based on exit surveys and other relevant data	● Higher retention rate among non-professional status teachers	

2019-2020 Priorities

Strategy	Action Steps	Expected Outcomes	Resources Needed
Implement "homegrown teacher" programs	- Institute homegrown teacher program for students, paraprofessionals and other non-teaching staff to enter the teaching profession - Continue to develop a mentoring program for high school students; expand program to include FPS mentors that stick with students through college - Continue mentoring program for paraprofessionals and other staff interested in becoming teachers - During budget process, consider resources necessary to implement plan	- Expansion of "homegrown teacher" program, including mentoring of current high school students interested in careers in education and workshop opportunities for non-teaching staff - Expand opportunities for paraprofessionals and other staff interested in teaching to have teacher mentors	
Monitor and improve recruitment and hiring practices	- Review and monitor progress toward reducing the diversity gap - Review effectiveness of new recruitment practices; identify new strategies - Begin hiring process	- Increased diversity among newly hired staff - Evidence of recruitment strategies used to strengthen the diversity of the candidate pool - Increase in number of student teachers with	

	early in the year ● Continue to expand partnerships with local colleges and universities to recruit diverse student teachers, especially with schools with greater diverse populations	diverse backgrounds, particularly bilingual student teachers	
Expand new teacher induction and mentor program, and improve teacher retention	● Implement exit survey for staff upon resignation; use data to identify areas of priority ● Review effectiveness of new teacher induction and mentor program; identify and address areas of need ● Actively recruit highly rated teachers to mentor new staff ● Begin implementation of plan to retain quality staff; modify plan based on exit surveys and other relevant data	● Higher retention rate among non-professional status teachers ● Expanded pool of qualified mentors to work with new teachers	