



VISION 2020: EXCELLENCE AND EQUITY

A Strategic Plan for Achieving Educational Excellence in the Framingham Public Schools



Framingham Public Schools

King Administration Building

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Stacy L. Scott, Ed.D., Superintendent of Schools

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Dear Framingham Community,



On behalf of Framingham Public Schools, I am pleased to present to you our strategic plan intended to transform our district. Vision 2020: Excellence and Equity will serve as a roadmap that will guide education transformation in our schools.

To achieve Vision 2020: Excellence and Equity, we asked our community to come together to help develop a five-year strategic plan. A strategic plan allows us to be fully transparent in the decisions we make to guide the district, setting priorities and concentrating our resources on programs, practices and staffing that will best serve the students of Framingham Public Schools.

The plan provides direction for instruction, curriculum, budgeting, capital improvements, staffing and partnerships for the next five years. Vision 2020 is a statement about who we are, what we are about and where we intend to go over the next five years.

The complex role of education in our community demands that we plan for the future. With a well-developed strategic plan and a collective investment from parents, students, staff and the community, we will accelerate the results of teaching and learning. Success will be demonstrated with the head, the heart and the hand.

This plan embodies our district's commitment to every student. The success of all students requires the support and involvement of our community. We embrace our mission to educate each student to learn and live productively as a critically thinking, responsible citizen and we are committed to achieving our vision. We have the ability to work in dramatically new ways and have begun to set the foundation for change and improvement in place to manage this transformation. The following plan outlines the steps that will lead us forward on this journey. Please join us as we embark on this endeavor.

Sincerely,

Dr. Stacy L. Scott
Superintendent of Schools

“Education is not preparation for life; education is life itself.”

– John Dewey,
American Philosopher and Educator

Mission

The mission of 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.

Core Beliefs

Framingham Public Schools (FPS) strives to achieve educational excellence. The following are FPS’s core beliefs that drive this effort:

- ❖ Learning is the central purpose of schools.
- ❖ Human differences are to be respected.
- ❖ Individuals are responsible for their behavior.
- ❖ Collegiality and professionalism characterize the school community.



FPS Kindergarten Student, 2013.

Framingham, as a town and a school system, has emerged over time from its typical New England origins to become a large, diverse and vibrant community that shares both urban and suburban characteristics. Framingham is located midway between Boston and Worcester, and is the largest municipality in Massachusetts with a town meeting form of government.



In the mid-twentieth century, major population growth took place; its size increased almost threefold from 23,214 residents in 1940 to 64,048 in 1970. By 2010, the census counted 68,318 residents characterized by a diverse profile: 65.3% white, 5.8% African-American/black, 0.8% Native American, 6.3% Asian, 13.4% Hispanic/Latino, 3.4% from two or more races and 6.3% from other races. Brazilian immigrants have had an increasing and meaningful presence in Framingham since the latter part of the last century.

The students of Framingham Public Schools have also changed throughout the years, having more than 70 languages currently spoken in the public schools. With 13% of students identified as English Language Learners (ELL) out of the 8,629 students enrolled in FPS, 29% speak a language in addition to English. The percentage of low-income students has increased from 27% in the 1990s to 43% today. The Massachusetts Department of Elementary and Secondary Education (DESE) identified the High Needs demographic as 55.8% of the FPS student body.

In 2011, a DESE review of FPS raised a variety of questions. Over the last five test administrations of the Massachusetts Comprehensive Assessment System (MCAS), there had been limited evidence of progress made district-wide and we realized that the following questions needed to be addressed: 1) Is the curriculum well developed, adequate and aligned across schools? 2) How well have decisions about choices of instructional strategies and academic support met the learning needs of Framingham's diverse student population? 3) Furthermore, with flat achievement over multiple test administrations, how well have the district and school leaders crafted and implemented opportunities for professional support in the form of instructional supervision, performance evaluation and ongoing professional development to arrive at a consistently high level of teaching?

As defined by DESE, "Massachusetts districts and schools with sufficient data are classified into one of five accountability and assistance levels, with the highest performing in Level 1 and lowest performing in Level 5." Concerns were raised about four Level 3 elementary schools within FPS who educate the highest proportion of the district's ELLs and students from low-income families; specifically, questions relating to the programs and support systems in place for these students. Limited resources due to recent budget cuts and overcrowding in schools were pressures impacting performance.

In the fall of 2014, the district will implement a plan to alleviate enrollment pressures in the elementary schools by opening the King Administration Building as the district's ninth elementary school. Over a three to five-year period, this additional facility will help to bring all elementary schools to their Planned Operating Capacity (POC). This is a moderate solution that presently manages the increase in enrollment; however, it is clear the town needs an additional elementary school.

Today, students graduating from Framingham Schools can expect to compete for new jobs in health sciences, high-tech manufacturing and education, all of which require higher levels of skills and knowledge than were needed in the past. These jobs also require that students master 21st-century skills; simply graduating from high school is no longer sufficient. The world around us is becoming more complex and it is essential that we build a

The Challenge (continued)

learning organization that will allow our students to be active and contributing members of this community, nation and world. Transformation is needed and this strategic plan, Vision 2020, will help guide us.

The Opportunity

Framingham Public Schools are on the path to becoming the district that others look to for innovation. We recognize that accomplishing our mission requires a strong foundation as well as a strong vision for the future. The vision without the foundation is ineffective and unreachable. We believe that as we emerge from years of fiscal crisis and that resources are tight, we can and must attend to strengthening the foundation that will enable a bold future. To us, focusing on the foundation means focusing on our core business – instruction. Therefore, building the quality of our curriculum, increasing the time and resources for teachers to collaborate and build their skills, and creating an infrastructure that supports teaching and learning should be our primary focus.

The Process

With the support of Jay Vogt, an organizational development consultant with more than 30 years' experience, the Framingham Strategic Planning Team (FSPT) began the process of drafting Vision 2020: Excellence and Equity. Mr. Vogt facilitated the FPST in unearthing beliefs and values through a visioning process that anticipated the future of the district. As part of the process, the team reviewed the landmark work of the Partnership for 21st-Century Skills. This created the vision of collaborative partnerships between the Framingham business community, Framingham Public Schools and Framingham community leaders. Community partnerships help close the gap between student education and the skills required in the modern workplace. Additionally, the FSPT carefully analyzed the findings and recommendations of the 2011 DESE audit. These steps, along with updates from district staff, task force representatives and the district's leadership team, were critical toward understanding the current state of the district along with envisioning future achievements.



Dunning Elementary School Read-A-Thon, December 2013.

The larger team was broken into three sub-committees to examine in greater depth the essential themes that began to emerge. Informed by feedback from the sub-committees, the feedback from the full FSPT and the findings and recommendations from the DESE review, the team identified three goals and a set of strategic initiatives to advance each goal. Working with district staff, the FSPT also developed ambitious but achievable timelines for accomplishing each goal. It was agreed that the crafted plan was to maintain simplicity and focus on the real work, becoming a living document that may require amendments or addenda within its duration.

Furthermore, there was immediate consensus to organize the plan around the following three goals:

1. Promote student learning with excellence in curriculum, instruction and professional development
2. Promote a positive culture of consistency, accountability and empathy with effective leadership at all levels
3. Promote community support for a high-performing system with appropriate resources, strong partnerships and broad-based communication



The plan includes an ultimate result metric for the district against which all progress academic, aesthetics, social emotional supports and community engagement should be measured:

“The mission of the Framingham Public Schools is to educate and empower all our students to reach their fullest potential every day. We expect our students to become responsible, enterprising, highly literate, culturally proficient, productive and resourceful citizens of the world.”

Vision 2020 is intended to be a roadmap that will guide the actions and decision-making of the district over the next five years. The district believes it is important to have a coherent long-term strategy, but recognizes that consistent, quality execution is equally as important.

Finally, the plan calls for the continued commitment from the greater Framingham community to partner with us while we strive to achieve our vision of excellence and equity.

The Infrastructure

Leadership

In 2013, FPS streamlined its organizational structure to facilitate clear lines of communication and focused strategy formulation. All departments were aligned to three main areas: instruction, operations or community relations. The goal is to organize the system’s efforts toward simple, straightforward objectives of improved achievement or smooth running operations. Our future depends on effective leadership that understands and drives the district’s commitment to excellence. We are building programming for leadership development that will help with succession planning and capacity building. We have had great success with promoting from within but will need to build internal capacity to continue to do so.

Data

Improvement in instruction or leadership is not possible without data that support growth and development of practice. We are committed to incrementally building our capacity, investing in software or developing partnerships that make us effective consumers of data for decision-making and managing growth.

Effective Processes

An efficient organization is vital to supporting the changes needed overall. We are systematically evaluating each system and process to identify opportunities for streamlining and modernizing. We seek to be an organization that provides excellent service to our teachers and to our community. This effort will be especially important in our public-facing activities such as registration, transportation, hiring and communications. Some improvements may already be evident, but we are still in the early stages. Major areas for future development will include integrating our student support efforts, enhancing parent outreach and supports, extending the reach of our early childhood and adult learning programming, increasing the opportunities for blended learning using technology and designing the next generation of capital planning.

There is no question that all of the above-mentioned activities will be needed to raise the level of performance in all of our schools, especially those which have struggled in the past. While some are focused on the state's designated performance levels of our schools, we are looking beyond the eventual remedy of those designations to the fundamental improvements that will serve the system for generations to come.

Collaboration and Professional Development (PD)

Framingham Public Schools has extraordinary resources in its teachers and support staff. Keeping on the cutting edge and creating consistency in our capacity across the district will require thoughtfulness and excellent supports. We have developed a plan to create lab classrooms in each building to bring to teachers models and coaching that is relevant to their daily practice. Designing an integrated and well-planned professional development process will be critical to delivering ongoing teacher support. To economize, we are bringing in the trainers and coaching resources to provide professional development that is customized for our teachers and students. Through webinars and national conferences, we send teachers out to bring back the latest practices throughout the country. We have started to create on-line and blended professional development opportunities for new teachers and especially for the mandated training teachers need.

Curriculum

After receiving a fairly serious indictment regarding the weaknesses in our curriculum in 2012, we have mobilized a curriculum management team that is driving a comprehensive revision and management of curriculum design. We have fallen behind and will continue to unless we create norms for continuous review and revision of our curriculum in order to align with changing standards and current practice. What is essential to our success is having a clear, well-articulated, vertically-aligned curriculum that the teachers help design and use faithfully. We have amplified the amount of time teachers have for supporting curriculum development. However, we have much further to go with our alignment and revision in the ten disciplinary areas.

We have focused professional development on a short list of resources designed to enhance teacher capacity and leadership support. Our strategy is to do a few things well rather than layering many initiatives. The dramatic underfunding of this area will require major infusion of resources similar to that needed by the technology department. As with any professional practice, coaching, feedback and reflection drive excellence. We will seek to excel in the provision of these elements to fuel our success. Finally, to ensure the success of our curriculum reform efforts, we must design a data management system that is filled with sources of feedback at each level and subject area. These data points will serve us best if they communicate to staff, students and parents in real-time about how students are learning and what adjustments are needed. They should also offer us progress reports on the district as a whole.



Fuller Middle School, Hour of Code, 2013.

All these efforts will just get the trains running on time, so to speak. What will make all this effort worthwhile will be to focus on creating pathways to college and careers that link our efforts from Pre-Kindergarten to college graduation. We want learning in FPS to be relevant and connected to developing our students into value-centered people, effective citizens and creative contributors in the marketplace. This means that we must use inquiry-based learning and thematic instruction to expose students to the world in ways that help them understand how it works and how they want to operate in it. This is why the arts and science are so important. Through our initiatives for STEAM and college readiness, we will begin to embrace the future of teaching and learning.

The Facilities

The majority of the district's school buildings are aging and were constructed for educational programs and requirements that differ substantially from those of the 21st century.

In light of this, the district completed a thorough and substantial review and analysis of its buildings in 2012 to assist in short and long-term planning for its facilities. The result of this effort is contained in the FY15–FY24 Framingham Public Schools 10-year Facility Plan. This plan is updated and revised every year, and it provides a facilities “roadmap” for the town that is the basis of its educational facilities plan as well as a town financing plan that projects the capital needs of the schools well into the future.

An integral part of the district's 10-year Facility Plan is the need for the town to engage in a major upgrade on a different building every three to five years for the foreseeable future to keep up with the demands of a 21st-century learning environment. As with all the major building renovations or replacements, the district will apply to the Massachusetts School Building Authority (MSBA) for the support that is typically offered to schools in the Commonwealth for renovations or new buildings.

Given our growth of 412 elementary students in the past four years, we are convinced of our need to build additional elementary space as well as replacing our oldest middle school. During this fifth year of record growth, reopening the King Elementary School will be an effective temporary solution.

The School Department follows a sound set of financial processes and operating procedures to manage its operating budget. It communicates its financial needs to town officials in a cooperative and transparent manner that provides clarity of purpose and appropriate supporting data. This open and collaborative approach has helped the district to continuously gather community support for increases in both its operating budget as well as the capital budget.

The district participates in the town-wide budget process that culminates annually with approval of its operating budget and capital budget at town meetings. The district follows basically the same approval process as all other town departments with the school committee approving the final submission to town meetings. The budget process begins in the fall with the development of the superintendent's budget that is developed using requests from each school and each department. The superintendent aligns his budget request with the district goals while also addressing critical needs of the district that emerge from the budget process that spans several months from inception to presentation to town meetings. Once approved, the budget is incorporated into the town's financial software system (MUNIS) and all expenditures are processed through the town's accounting and payroll systems.

Both the operating budget and the capital budget are built to support the academic programs of the district. Within the annual operating budgets there are funds identified for curriculum and instruction so that our teachers have the tools that they need to provide a 21st-century learning experience for our students. In addition, there are funds made available to our teachers so that they can engage in a range of professional development opportunities both at the district level as well as at the individual level. The Educational Operations Department is responsible for developing the annual budgets for curriculum and for professional development to ensure that our students have a rigorous academic program and our teachers have the skills that they need to maximize student achievement.

The capital budget not only supports the efforts of our Buildings and Grounds Department to provide safe, healthy and attractive facilities, but it also supports the academic program through the purchase of technology as well as furniture and equipment that are needed in our classrooms. The town supported the school department's efforts to upgrade its technology through a \$2 million capital budget appropriation from FY12 through FY15. With it, we have built the technology infrastructure of the district, providing the platform necessary to support wireless access in all our schools and beginning the introduction of technology in the classroom. On a larger scale, the district is currently pursuing state funding for a new K–8 school to be built on the current Fuller School site. The capital budget has already funded a pre-feasibility study and funds for a full feasibility study have been appropriated by the town. We have submitted our plans to the state for consideration of this project as one that they will jointly fund through the Massachusetts School Building Authority, and we are optimistic that a new, state-of-the-art K–8 school will be added to the district's inventory of schools within the next several years.

Strategic Goal One	
Promote student learning with excellence in curriculum, instruction and professional development	
Objectives/Key Results	<ul style="list-style-type: none"> • Develop a clearly articulated process to review and revise curriculum • Ensure consistency in the application of the new evaluation system • Create a well-defined system of professional development • Provide systematic professional development for all new teachers during their first three years of employment • Provide professional development for new administrators
Success Metrics	<ul style="list-style-type: none"> • Improved MCAS scores (Grades 3–10) • Improved student growth as measured by District Determined Measures • Formative assessments across the curriculum to measure student growth and inform instruction • Access to digital curricula • Observable differences in student-centered instruction • Three-year professional development plan
Five-Year Road Map For Strategic Goal One	
2013–2014	<ol style="list-style-type: none"> 1. Support high-quality instruction using lab classrooms 2. Provide differentiated professional development through the coaching model 3. Provide professional development in STEAM concepts 4. Continue offering courses in supervision, evaluation and RETELL 5. Continue the curriculum review cycle with a focus on English Language Arts, Math, Fine/Performing Arts and Health 6. Develop a digital curriculum platform 7. Pilot blended learning at elementary, middle and high school levels 8. Research and review opportunities for Foreign Language in Elementary Schools (FLES) 9. Provide classroom visits and learning walks to improve instruction across the district
2014–2015	<ol style="list-style-type: none"> 1. Provide modeling and support for improved instruction across the district 2. Create formative assessments 3. Pilot STEAM units at the elementary and middle school levels 4. Provide professional development in blended and personalized learning 5. Strengthen instructional leadership and management skills for administrators 6. Pilot new teacher professional development academy 7. Develop digital curriculum platform in English Language Arts and Math 8. Pilot Foreign Language in Elementary Settings (FLES) 9. Continue Learning Walk protocol with systematic data analysis 10. Continue the curriculum review cycle with a focus on Social Studies and World Languages 11. Provide professional development and implement curriculum updates in English Language Arts, Math and Fine/Performing Arts

The Strategic Goals (continued)

2015–2016	<ol style="list-style-type: none"> 1. Survey teachers for feedback on common assessments 2. Increase the quantity of teachers implementing reading intervention strategies 3. Increase the quantity of teacher teams collaborating on STEAM inquiry-based projects 4. Implement blended and personalized learning across the elementary, middle and high school levels 5. Implement a new teachers professional development academy 6. Continue training and evaluate instructional components for RETELL and instructional leadership 7. Continue curriculum review cycle with focus on Science, Technology and Engineering 8. Provide professional development and implement curriculum updates in Social Studies, World Languages and Health 9. Implement district-wide FLES 10. Develop digital curriculum platform in Social Studies, World Languages and Health 11. Develop calibration opportunities for administration for supervision and evaluation 12. Evaluate the classroom observational protocol 13. Establish a lab classroom for differentiation at the high school level
2016–2017	<ol style="list-style-type: none"> 1. Implement instructional leadership and RETELL instructional components 2. Continue curriculum review cycle with focus on Physical Education 3. Provide professional development and implement curriculum updates in Science, Technology and Engineering 4. Develop digital curriculum platform in Science, Technology and Engineering 5. Assess and update district-wide FLES
2017–2018	<ol style="list-style-type: none"> 1. Survey teachers for feedback on common assessment 2. Continue instructional leadership and RETELL instructional components 3. Continue use of classroom observational protocol 4. Continue curriculum review cycle with a focus on English Language Arts, Math and Fine/Performing Arts 5. Provide professional development and implement curriculum updates in Physical Education 6. Develop additional digital curriculum for English Language Arts and Math 7. Continue district-wide FLES

Strategic Goal Two	
Promote a positive culture of consistency, accountability and empathy with effective leadership at all levels	
Objective/ Key Results	<ul style="list-style-type: none"> • Create an online system for personnel to review mandated Human Resource policies • Create and support a 3-year professional development cycle for district employees • Provide professional development for administrators of Level III Schools • Create a system to review equitable distribution of resources
Success Metrics	<ul style="list-style-type: none"> • Online system for reviewing mandated Human Resource policies is developed • A 3-year professional development program and calendar is developed • Level III administrators receive coaching support • A transparent system is created to support equitable distribution of parent and community resources • A transparent system is created to support equitable distribution of district financial and human capital • Coaches are embedded throughout the system for leadership and instructional capacity
Five-Year Road Map For Strategic Goal Two	
2013–2014	<ol style="list-style-type: none"> 1. Identify all mandated Human Resource policies requiring training 2. Perform a professional development needs analysis 3. Identify annual and biannual professional development opportunities 4. Design a coaching model and funding strategy for all administrators in Level III schools 5. Establish a committee to review school activities and events supported by PTOs 6. Establish funding strategy for the implementation of the professional development calendar 7. Continue to implement the district strategy to annually compare student achievement and student growth 8. Establish principles to guide decision-making for distribution of financial and human capital
2014–2015	<ol style="list-style-type: none"> 1. Create online Human Resource training system 2. Begin implementation of the 3-year professional development calendar cycle

The Strategic Goals (continued)

	<ol style="list-style-type: none"> 3. Implement the coaching model and funding strategy for administrators in Level III schools 4. Develop equity protocols for school-supported activities 5. Continue annual school comparisons of student achievement and student growth across the district 6. Implement established principles to guide decision-making for distribution of financial and human capital
2015–2016	<ol style="list-style-type: none"> 1. Implement online Human Resources training system 2. Implement the district’s equity protocols for school-supported activities 3. Continue coaching model and funding strategy for administrators in Level III schools 4. Begin development of new 3-year professional development calendar cycle
2016–2017	<ol style="list-style-type: none"> 1. Review online Human Resources training system 2. Implement and monitor the district’s equity protocols for distribution of resources
2017–2018	<ol style="list-style-type: none"> 1. Implement updates for online Human Resource training system 2. Implement new 3-year professional development calendar 3. Embed coaches for leadership and instruction throughout the system

Strategic Goal Three	Promote community support for a high-performing system with appropriate resources, strong partnerships and broad-based communication
Objectives/Key Results	<ul style="list-style-type: none"> • Develop mechanisms for regularly informing stakeholders and the Framingham community of student, school and system achievements • Annual report with narrative and data to the community • Enhanced website and social media presence • Outreach to a variety of community groups
Success Metrics	<ul style="list-style-type: none"> • Increased town support for the school department • Annual report with data and narrative information • Increased communication and outreach to the community • Updated website and social media presence • Increased X2 parent portal usage
Five-Year Road Map For Strategic Goal Three	
2013–2014	<ol style="list-style-type: none"> 1. Develop an annual “State of the Schools” 2. Develop a business community roundtable 3. Create partnerships with local colleges and universities 4. Create data dashboard 5. Audit how schools are communicating with and engaging families and the community 6. Survey families and community partners 7. Survey staff with TELL MASS 8. Develop an external communications strategy that provides multiple channels for communicating with families and the community 9. Implement parent portal on X2 for consistent access by parents
2014–2015	<ol style="list-style-type: none"> 1. Enhance the district website and social media presence 2. Host annual “State of the Schools” 3. Support new linkages with community partners 4. Review and update data dashboard 5. Implement an external communication strategy that provides multiple channels for communicating with families and the community 6. Develop a multi-year communication training strategy for district administrators and principals 7. Provide district administrators and principals professional development in family and community engagement 8. Develop and implement training modules to address needs identified in SY13–14 surveys 9. Complete X2 grade book infrastructure, programming and training 10. Implement access to X2 and collect baseline data

The Strategic Goals (continued)

2015–2016	<ol style="list-style-type: none"> 1. Continue updates on the district website and active social media presence 2. Review and update data dashboard 3. Enhance the school websites, including more narrative about school and district results 4. Host annual “State of the Schools” 5. Implement the multi-year communication strategy for district administrators and principals 6. Provide principals with tools and models for building inclusive school communities 7. Widen linkages with community partners to enhance student performance and school services
2016–2017	<ol style="list-style-type: none"> 1. Develop regular opportunities for school officials to speak to community groups about the district’s accomplishments and challenges 2. Continue active social media presence and district website updates 3. Enhance the school websites, including more narrative about school and district results 4. Host annual “State of the Schools” 5. Review and update data dashboard 6. Evaluate linkages with community partners to enhance student performance and school services
2017–2018	<ol style="list-style-type: none"> 1. Survey community stakeholders regarding the progress on these indicators and use their feedback to determine next steps 2. Evaluate effectiveness of community outreach 3. Assess impact of media releases 4. Host annual “State of the Schools” 5. Review and update data dashboard 6. Survey community on effectiveness and relevance of district programming 7. Commission an external objective assessment of the district’s web presence and community impact

Promoting Student Learning

FPS is well underway toward creating the foundations and structures that will deliver coordinated professional development designed to support quality instruction. Building a state-of-the-art curriculum and curriculum delivery system are central to this goal. Ensuring success in this area is mostly about staying on the path we have set forth, building partnerships, and raising the levels of rigor throughout the system while increasing student engagement and performance. Each of the strategic steps in this area are designed to move us forward, including strengthening the curriculum and blending technology into learning.

Positive Culture of Consistency, Accountability and Empathy

Consistency and transparency build trust. Well-designed coaching and training to develop staff and leadership will yield strong leadership and high-quality instruction for Level Three schools, if not all schools. Monitoring the distribution of resources will help build confidence that fair and equitable practices are behind the resource management decision and are present to guide conversations about how to share resources when possible. Since our community is diverse in terms of economics, culture, languages and special needs, we need to monitor and keep an open dialogue about how we use our resources to equitably meet the needs of all of our students and families. Assessment and careful monitoring will be essential to improving excellence in student performance and equity in our resource allocation within our community.

Promote Community Support for a High-Performing System

Building new community partnerships will be essential to supporting the vision of FPS. These partnerships will make it possible for enhanced student and staff learning opportunities. Connecting every part of the community to the vision will only be accomplished through careful communication across all of our stakeholder groups. The use of community-wide surveys and other communication devices will keep us on track as we move the district forward and keep us informed about our progress.

Continuous improvement is vital to our success as a district. Linking a clear vision for the high academic performance to the programmatic needs and financial requirements of the system is an important exercise. Only through this activity can we expect to achieve the upgrades planned throughout the system. Reviewing the philosophical basis for our programming is enabling us to improve the integration of our services and eliminate the fractionalized service delivery that we believe has hindered academic progress for so long.

We dare to look down the road to a future where our programming is aligned toward a unified goal of high student achievement and where our operational systems and resource allocation are effective, equitably supporting all students and transparent to all of our stakeholders. Fully funding our most strategic proposals is dependent on the political structures that guide and direct our funding. Nevertheless, we will prioritize our strategic goals and give them the appropriate attention they deserve.



Vision 2020 is the next step in successfully navigating the district to the next level. It requires the development and implementation of annual improvement plans that link goals and strategies to achieving Vision 2020.

The strategies and metrics serve as targets. The metrics were developed using data generated from stakeholder groups and administrator interviews, as well as the SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses of district programs. District staff will identify action steps that need to be taken and utilize the strategies toward the fulfillment of the goals of Vision 2020. The nature and potential value of integrating the strategies and goals provide the opportunity to set the conditions associated with success through how we establish and integrate our strategies into our daily practice.

Our classroom, building and central office leaders will be working diligently to use our resources innovatively to fulfill the strategic plan. Join us as we guide Framingham Public Schools to Vision 2020. There are challenges ahead of us, but with challenge also comes the meaningful opportunity for learning, growth and, of course, change. We acknowledge the possibility that obstacles will arise; however, they will not impede our progress. The implementation of Vision 2020 and ultimately the fulfillment of its goals is our destination. Join us, as we embark on this magnificent journey.

The Framingham Public Schools School Committee and Superintendent would like to thank the following community members for their hard work and energy toward creating this plan.

Dr. Eric Silverman (School Committee Member)

Dr. Stacy L. Scott (Superintendent of Schools)

Mark Prince (Assistant Superintendent of Schools)

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Jay Vogt (Organizational Development Consultant)

Frank Rothwell (Elementary Principal)

Mike Welch (High School Principal)

Anna Cross (FPS, Director of Family and Community Engagement)

Alan Graham (FPS, Director of Technology)

Martin Cohen (CEO, Metro West Community Health Care Foundation)

Robert Halpin (Framingham Town Manager)

Viviana Castrillo (Bilingual Parent Advisory Committee Member)

Luan Jahsari (Special Education Parent Advisory Committee Member)

Dr. Emmett G. Price III (President of the Black Church Music Ministry)

Margaret Estes (Middle School PTO President)

Jim Stockless (Framingham Town Meeting Member)

Rev. Dr. J. Anthony Lloyd (Pastor of the Greater Framingham Community Church, GFCC)

Eric Masi (CEO, Wayside Youth & Family Support Network)

Sam Miskin (FHS Teacher, Framingham Teacher Association Member)

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