Office of Teaching and Learning and Office of Student Supports **Strategic Plan Presentation**

September 20, 2023

Amy Bright, *Assistant Superintendent for PreK-12*
Courtney Balacco, *Executive Director for Student Supports*

Teaching and Learning Team

Amy Bright				
Assistant Superintendent for PreK-12				
Ann Mariano *Director of Educational Technology*	**Marybeth O'Brien** *Director of Curriculum, Instruction, and Assessment*	**Brian Gellerstein** *Director of Fine and Performing Arts*	**Aradhana Mudambi** *Director of Multilingual Education*	**Christina Shea** *Early Education Manager*
Nick Sweeney *Data Analyst* Diane Robin *SIS and Data Specialist*	Jennifer Herring *Social Justice Curriculum and Data Analyst* Vanessa Acheampong *Humanities Coordinator* Chris Jeffcoat *STEAM Coordinator* Michelle Thomas *STEAM Coordinator*	Ally Greene *Assistant Director of Fine and Performing Arts*	Evanggelia Diamantopoulos *Assistant Director Elementary* Lynn Rosedale *Assistant Director Secondary*	Eliza DeCarvalho *Pre-K Wrap Coordinator* Jackie Cueroni *Pre-K SEB Coach*

Student Support Team

Courtney Balacco				
Executive Director of Student Supports				
Shavonne Lord *Director of Health and Wellness*				**Laura Spear** *Director of Special Education*
Jacob Hanson *Assistant Director of Health and Wellness*	**Catalina Palfreman** *SEMH Team Department Head*	**Brendon Savage** *Supervisor of Attendance*	**Meaghan Pearless** *McKinney Vento Clinical Care Coordinator*	**Natalia Kierul** *Interim Assistant Director of Special Education*
Sara DeLuca *District MTSS Coordinator*	**Carina Musto** *Therapeutic Coach*			**Penny Smith** *Out of District Coordinator*
Elena Figueroa - Starolesky *District MTSS/ SEL Coach*	**Vikki Irvin-Kent** *Stabilization Coach*			**Courtney Ryan** *Out of District Coordinator*
Stephanie Glenn *Behavioral Health Clinical Coordinator*	**Kaitlyn Pryor** *Clinical Support Coach*			*School Based Special Education Team Evaluation Coordinators (Special Education TECs)*
Aurelia Medina *District Nurse Leader*	**Evangelia Konstantinidis** *Clinical Support Coach*			

Current State

Elementary Schools		Middle Schools	High School	Partnerships For Early Learners (PEL)
Barbieri 100 Dudley Road 01702	King 454 Water Street 01701	Cameron 215 Elm Street 01701	Framingham High School 115 A Street 01701	BLOCKS Preschool @Juniper Hill 22 Upper Joclyn Ave. 01701
Brophy 575 Pleasant Street 01701	McCarthy 8 Flagg Drive 01702	Fuller 31 Flagg Drive 01702	Thayer Campus 50 Lawrence Street 01702	BLOCKS Preschool @FHS 115 A Street 01701
Dunning 48 Frost Street 01701	Potter Road 429 Potter Road 01701	Walsh 301 Brook Street 01701		Framingham State University 100 State Street 01701
Harmony Grove 169 Leland Street 01702	Stapleton 25 Elm Street 01701			Loving Nest Preschool 562 Waverly Street 01702
Hemenway 729 Water Street 01701				YMCA 280 Old Connecticut Path 01701

Current State
(2022-2023 Data)

Total Enrollment			
9,274 students			
Pre-Kindergarten	269	6th Grade	645
Kindergarten	724	7th Grade	636
1st Grade	752	8th Grade	677
2nd Grade	749	9th Grade	735
3rd Grade	722	10th Grade	656
4th Grade	808	11th Grade	600
5th Grade	726	12th Grade	575

Title	% of District
First Language Not English	53.5%
English Language Learner (Emergent Bilinguals)	34.7%
Low-Income*	55.6%
Students With Disabilities	21.8%
High Needs*	69.9%

Low income and economically disadvantaged students: Unlike the economically disadvantaged group or the former low income group used prior to 2015, the new group includes a broader range of disadvantaged students who are identified through one of three different sources: 1. Students who participate in one or more of the following state-administered assistance programs: the Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid); 2. Students who are homeless, as reported to DESE by districts via the Homeless and Foster Care data collection tool; or 3. Students who are identified as low income through the Supplemental Low Income Data Collection, as reported to DESE by districts via the Student Information Management System (SIMS).

Current State
(2023-2024)

Total Languages			
68 Languages Other Than English (LOTE)			
Portuguese	2742	Ukrainian	14
Spanish	1859	Tamil	12
Russian	45	Urdu	12
Haitian French	29	Hindi	11
Vietnamese	28	Telegu	11
Luganda	22	Punjabi	10
Pashto	19	Twi	10
Gujarati	16		

Instructional Framework

INSTRUCTIONAL FRAMEWORK
3 anchors
4 pillars

Brave Spaces

High Expectations

Collaboration

Lesson Design

Motivation Engagement

Culture of Feedback

Asset Mindset
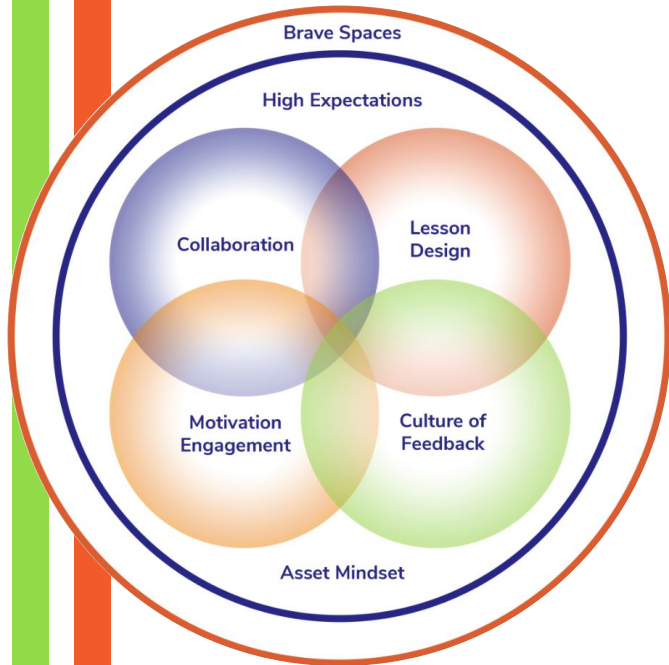
DISTRICT STRATEGIC PRIORITIES

Strengthen Standards-Based, Grade-Level Instruction to Meet the Needs of All Students

We are committed to consistently meeting the needs of all students in all classrooms and in all instructional settings. To achieve this, we will strengthen teaching and learning through the use of standards-based, grade appropriate instruction that is culturally responsive, research-based, and fosters a sense of belonging in every school. We will model continuous improvement through setting measurable outcomes for student learning and interrogating our own instructional practices, so that we reflect the highest quality of teaching and learning, particularly for historically marginalized subgroups.

Deepen Relationships and Develop Partnerships to Benefit All Students

We will develop and deepen relationships and collaboration with students and families in order to ensure belonging for all. All relationships, partnerships, and collaboration efforts will expand equity, belonging, and family engagement and will center student voice, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement and opportunities that reflect our core values and support students from early childhood to college and career pathways.

Create Opportunities for Expansion and Innovation to Benefit All Students

Through innovation and targeted expansion of programs and operations with proven return on investment potential, we will create opportunities that benefit all students. To achieve this, we will review, examine, and plan for the reconfiguration of Framingham's in-district school choice for elementary and middle school assignment and progression, review and expand our current educational programs, create pathways for staff, and increase access opportunities for all students, which includes the development of tuition-free, universal PreKindergarten; Out-of-School Time opportunities; and expansion of Adult ESL programming.

INSTRUCTIONAL PRIORITIES

1. All students, especially students with disabilities and emergent bilinguals, will demonstrate understanding of grade-level content *through student work* that demonstrates learning of research-based, standards-aligned, grade-level content as provided by all FPS educators.

2. All students, especially students with disabilities and emergent bilinguals, will demonstrate understanding of grade level content *through academic discourse* that is facilitated using high quality, instructional tasks that demonstrate higher levels of depths of knowledge that have language & instructional scaffolds as provided by all FPS educators.

STRATEGIC PRIORITY 1

Strengthen Standards-Based, Grade-Level Instruction to Meet the Needs of All Students

We are committed to consistently meeting the needs of all students in all classrooms and in all instructional settings. To achieve this, we will strengthen teaching and learning through the use of standards-based, grade appropriate instruction that is culturally responsive, research-based, and fosters a sense of belonging in every school. We will model continuous improvement through setting measurable outcomes for student learning and interrogating our own instructional practices, so that we reflect the highest quality of teaching and learning, particularly for historically marginalized subgroups.

2023-2030 Goals for Strategic Plan Priority #1

GOALS for Strategic Plan Priority #1	
1	Define and adopt interdisciplinary, culturally-responsive curricular units of instruction that integrate academic and social-emotional standards
2	Implement a set of procedures and screening tools to monitor students' progress toward mastering grade level standards
3	Build instructional capacity in all classrooms to develop students' language acquisition
4	Ensure all students with disabilities access appropriate services so they are able to participate in the least restrictive environment
5	Build students' foundational social emotional skills so that they embrace diversity and become valued members of the school community
6	Implement a set of procedures and screening tools to identify the various needs of students

ACTION STEPS

Goal #1: Define and adopt interdisciplinary, culturally-responsive curricular units of instruction that integrate academic and social-emotional standards	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Create and share instructional framework	●						
Identify instructional priorities	●	●	●	●	●	●	●
Create an action plan for annual administrator planning and professional development	●	●	●	●	●	●	●
Revise CVR (Classroom Visit Rubric) tool to focus on the student experience of students with disabilities and emergent bilinguals	●	●					
Middle School Sage identification and student monitoring moved to school based MTSS (multi-tiered system of support) with OTL approval through CIA (Curriculum, Instruction, and Assessment)		●	●				
Elementary Sage identification and student monitoring moved to school based MTSS with OTL approval through CIA	●	●					
Embed principles of Universal Design for Learning into professional learning opportunities	●	●					
Review and implement HQIM (high quality instructional material) in K-5 math with multiple and varied formative assessments with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals		●	●				

ACTION STEPS

Goal #1: Define and adopt interdisciplinary, culturally-responsive curricular units of instruction that integrate academic and social-emotional standards	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Review and implement HQIM for K-8 Social Studies with multiple and varied formative assessments with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals	●	●					
Review and implement HQIM for 6-8 Tech. Ed with multiple and varied formative assessments with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals		●	●				
Review and implement HQIM in 6-8 math with multiple and varied formative assessments with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals			●	●			
Identify and implement HQIM in 6-8 science with multiple and varied formative assessments with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals		●	●				
Identify and implement HQIM in 9-12 math with multiple and varied formative assessments with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals			●	●			
Identify and implement HQIM in 9-12 science with multiple and varied formative assessments with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals				●	●		

ACTION STEPS

Goal #1: Define and adopt interdisciplinary, culturally-responsive curricular units of instruction that integrate academic and social-emotional standards	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Identify and implement HQIM in 9-12 technology education with multiple and varied formative assessments with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals					●	●	
Create a vision of K-5 Literacy Instruction	●						
Identify and implement K-5 Literacy HQIM with multiple and varied formative assessments in partnership with the Departments of Special Education and Multilingual Education	●	●					
SEI (Sheltered English Immersion) content to be integrated with core content departments K-8	●	●	●	●			
SEI Content to be integrated with core content departments 9-12					●	●	●
Provide professional development and implement task-based learning in K-12 mathematics	●	●	●	●			
Create a vision of 6-8 ELA Instruction	●						

ACTION STEPS

Goal #1: Define and adopt interdisciplinary, culturally-responsive curricular units of instruction that integrate academic and social-emotional standards	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Refine and update current 6-8 ELA units based on vision in partnership with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals	●	●					
Create a vision of K-8 Social Studies Instruction	●						
Create a vision for K-5 math and science	●						
Create a vision for 6-12 math, science, and technology education	●	●					
CIA collaboration with Special Ed to support to ensure coherence and consistency with MTSS interventions and Special Education support	●	●	●				
Review referral processes for placement in various levels of classes and update to remove barriers to access to advanced coursework grades 6-12		●	●	●	●	●	●
Implement, monitor, and expand historically accurate, culturally responsive units of study for core History courses at FHS with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals	●	●	●				

ACTION STEPS

Goal #1: Define and adopt interdisciplinary, culturally-responsive curricular units of instruction that integrate academic and social-emotional standards	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Implement, monitor, and refine units of study for core English courses at FHS in partnership with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals	●	●	●				
Develop and implement common rubrics in core English courses at FHS in partnership with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals		●					
Utilize the data dashboard to ensure a student-centered mindset and positive experience	●	●	●	●	●	●	●
Review and revision of DCAP	●	●	●	●	●	●	●
Increase percentage of student from all subgroups that access and attain proficiency in advance coursework		●	●	●			
Create Monthly OTL Newsletter for staff and faculty		●					
Use Advanced Placement African American History class to begin assessing student engagement and growth	●	●					

ACTION STEPS

Goal #2: Implement a set of procedures and screening tools to monitor students progress toward mastering grade level standards	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Develop new conduct data entry module for staff to align to the code of conduct	●						
Monitor new conduct module in dashboard to align to the code of conduct	●	●	●				
Create Benchmark dashboards for easier monitoring		●	●	●	●	●	●
Create CVR process online to allow for reporting	●	●	●	●	●	●	●
Create the Emergent Bilingual Success Plan (EBSP) workflow in AnalyticVue dashboard	●						
Create SEL survey to reporting in the dashboard	●						
Create a system of monitoring students using Thomas & Collier's (2002-2009) graph in order to determine if students who begin in elementary are making progress according to national norms for students' respective programming		●	●	●			

ACTION STEPS

Goal #2: Implement a set of procedures and screening tools to monitor students progress toward mastering grade level standards	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Develop common assessments by unit to monitor student progress towards standards proficiency	●	●	●	●	●	●	●
Roll out Canvas Mastery Connect to secondary schools to align state standards to a test/quizzes leading toward assess project to yearly benchmarks	●	●					
Develop Canvas Blueprints for standard curriculum by department		●	●				
Create a system of common assessments, rubrics, and interventions/acceleration for 6-8 ELA with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals	●	●					
Develop and implement a menu of intervention and acceleration opportunities for K-5 Literacy with a specific focus on students with disabilities and students who are identified as Emergent Bilinguals	●	●					
Monitor MTSS interventions to see successes and impact of when and how interventions take place	●	●	●	●	●	●	●

ACTION STEPS

Goal #3: Build instructional capacity in all classrooms to develop students' language acquisition	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Increase co-teaching as an ESL model at all elementary and middle schools	●	●	●				
Extend GLAD (Guided Language Acquisition Design) certification to all FPS instructional staff, including school and district based leadership teams.	●	●	●	●	●	●	●
Strengthen scaffolding with language acquisition practices at all schools to reach grade-level content	●	●	●	●			
Review coach model to maximize effectiveness	●	●	●				
Review department head model to maximize effectiveness	●	●	●				
Align World Language instructional practices with research and current state standards	●	●	●				
Explicitly embed language acquisition practices into all content area professional development opportunities, curriculum work, and common planning	●	●	●	●	●	●	●

ACTION STEPS

Goal #4: Ensure all students with disabilities access appropriate services so they are able to participate in the least restrictive environment	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Identify effective co-teaching practices in order to ensure access to the Least Restrictive Environment	●						
Utilize pre and post common assessments to show effectiveness of co-teaching strategies	●	●	●				
Provide professional development to staff and school administration on the effective co-teaching practices		●	●	●			
Professional Development to introduce the new IEP format (implementation FY25)	●	●					
Professional Development on effective accommodations in the four categories: presentation, response, timing and environment to general education teachers, special education staff and school administrators	●	●					
Professional development to increase staff's capacity to write Individualized Education Program goals that are aligned to the curriculum standards, the language development goals (for dually-identified Emergent Bilingual students) and address their lagging skills	●	●					

Goal #4: Ensure all students with disabilities access appropriate services so they are able to participate in the least restrictive environment	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Professional development to increase staff's capacity to write IEP goals that are culturally and linguistically responsive	●	●					
Review existing special education assessments (progress monitoring, diagnostic and formal) in English, Spanish, and Portuguese		●	●	●			
Identify effective and reliable special education assessments		●	●	●			
Provide Professional Development on utilizing special education assessments that are consistent across the programs			●	●			
Pull quarterly data on special education referrals to ensure we are not overidentifying selected populations	●	●	●	●	●	●	●
Professional Development on Tiered Interventions (including District Curriculum Accommodation Plan)	●	●	●				
Ensure specialized programs align with the Code of Character, Conduct and Support and any future revisions of the Code	●	●	●	●	●	●	●

ACTION STEPS

Goal #4: Ensure all students with disabilities access appropriate services so they are able to participate in the least restrictive environment	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Program assessment of Emotional Disability program (K-5)	●	●	●				
Program assessment of Emotional Disability program (6-8)		●	●	●			
Program assessment of Emotional Disability program (9-12)			●	●	●		
Program assessment of Autism program (K-5)			●	●	●		
Program assessment of Autism program (6-8)				●	●	●	
Program assessment of Autism program (9-12)					●	●	●
Program assessment of Multiple Disabilities Program (K-5)				●			
Program assessment of Multiple Disabilities Program (6-8)					●		
Program assessment of Multiple Disabilities Program (9-12)						●	

ACTION STEPS

Goal #4: Ensure all students with disabilities access appropriate services so they are able to participate in the least restrictive environment	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Program assessment of Developmentally Delayed Program (K-5)		●	●	●			
Program assessment of Intellectually Impaired Disabilities Program (6-8)			●	●	●		
Program assessment of Intellectually Impaired Disabilities Program (9-12)				●	●	●	
Program assessment of Language Based Learning Disabilities Program (1-5)	●	●	●				
Program assessment of Language Based Learning Disabilities Program (6-8)		●	●	●			
Utilize the data dashboard to assess achievement of dually identified students	●	●	●	●	●	●	●
Explicitly embed inclusive practices into all content area Professional Development, curriculum work, and common planning	●	●	●	●	●	●	●

ACTION STEPS

Goal #5: Build students foundational social emotional skills so that they embrace diversity and become a valued member of the school community	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Create a vision for Social Emotional Learning implementation 6-12, that aligns with PreK-5 vision	●	●					
Conduct Pre-K-12 Social Emotional Learning/School mental health program analysis	●	●					
Revise Pre-K-12 Social Emotional Learning/School mental health program models based on analysis			●	●	●	●	●
Identify and implement an anti-bias social emotional learning curriculum and bias-based incidents intervention protocol	●	●	●	●	●	●	●
Foundational Social Emotional Learning Professional Development - Targeted at tier 1 social emotional-behavioral practices in the classroom	●	●					
K-4 Health Program Expansion	●	●	●	●	●	●	●
K-12 Health Curriculum Review and Revision	●	●	●				
Develop & implement Pre-K-12 Bullying Intervention curriculum	●	●	●	●	●	●	●

ACTION STEPS

Goal #6: Implement a set of procedures and screening tools to identify the various needs of students	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Review the performance and roadmap of Aspen X2 to see if if continues to meet our needs	●	●	●				
Continue, refine, and expand the Early Literacy Universal Screening process for all students in grades Pre-K - 3	●	●	●				
Identify and implement Universal Social-Emotional Learning/Learning and Life Competency Screening Pre-K-5	●	●	●	●	●	●	●
Refine screening and assessment of students who are identified as gifted/talented.		●	●	●			
Review implementation of the screening and identification process of SLIFE (Students with Limited or Interrupted Formal Education) students.	●	●	●				
Review current diagnostic tools to align with district goals	●	●	●	●	●	●	●
Review and increase efficiency of language screening for Pre-K-12	●	●	●				

STRATEGIC PRIORITY 2

Deepen Relationships to Ensure Belonging for All Students

We will develop and deepen relationships and collaboration with students and families in order to ensure belonging for all. All relationships, partnerships, and collaboration efforts will expand equity, belonging, and family engagement and will center student voice, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement and opportunities that reflect our core values and support students from early childhood to college and career pathways.

2023-2030 Goals for Strategic Plan Priority #2

GOAL for Strategic Plan Priority #2	
1	Create systems and structures to strengthen home-school relationships in Framingham
2	Increase opportunities for ownership of learning and student voice
3	Create positive partnerships with caregivers and guardians characterized by two-way communication
4	Provide a safe and supportive learning environment in order to increase student engagement and belonging

ACTION STEPS

Goal #1: Create systems and structures to strengthen home-school relationships in Framingham	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Send a monthly mass communication to all families with steps on how to access services if needed	●	●					
Inform families of the Translation Office supports and how to access the services	●	●	●	●	●	●	●
Evaluate the purpose and process of summer reading and summer assignments in partnership with caregivers and students	●	●	●				
Create and communicate the protocol for departments who do not have multilingual staff to field caregiver questions		●	●	●			
Create guiding document on expectations around two way communication with caregivers for support teams and staff	●						
Revise Code of Character Conduct and Support to determine caregiver communication around referrals, interventions, and consequences	●	●	●	●	●	●	●

ACTION STEPS

Goal #2: Increase opportunities for ownership of learning and student voice	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Create a mechanism for student feedback on curriculum	●	●					
Increase selection of books at libraries that embrace all cultures and languages represented at FPS	●	●	●	●	●	●	●
Create and increase opportunities for two-way communication data chats with students that includes sharing progress on assessments, co-creating goals, timeline, how to self-monitor and reaching out for help.	●	●	●	●			
Explore and develop student councils at the secondary schools with a procedure for election and representation	●	●					
Plan and facilitate professional development for all staff on equitable grading and assessment practices		●	●	●	●		

ACTION STEPS

Goal #3: Create positive partnerships with caregivers and guardians characterized by two-way communication	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Collaborate with FHS on parent communication around classroom attendance	●	●					
Collaborate with Families to implement Access Canvas Portal	●	●					
Develop community view of data dashboard			●				
Develop parent view of data dashboard			●				
Develop student view of data dashboard		●					
Create and maintain a communication log that can support in streamlining communication for support staff etc.		●					

ACTION STEPS

Goal #3: Create positive partnerships with caregivers and guardians characterized by two-way communication	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Provide PD/Training on culturally-responsive two way family communication		●	●				
Create and provide introduction of NEW IEP document to Special Education Parent Advisory Council (SEPAC) through a workshop model	●	●					
Provide workshops to special education secondary staff on the transition aspect of the new IEP to maximize student (14 years and older) and parent/guardian voice and involvement	●	●					
Provide guidelines to special education staff for the new IEP rollout to increase time for collaborative IEP development	●	●	●				
Collaborate with educators to re-imagine family conference events to allow for community building and consistent two way communication		●	●				
Identify instructional priorities in order to support two way communication with caregivers about student learning	●	●	●	●	●	●	●

ACTION STEPS

Goal #4: Provide a safe and supportive learning environment in order to increase student engagement and belonging	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Complete a Safe & Supportive Schools program assessment		●					
Revise and implement updated practices following Safe and Supportive Schools assessment, in alignment with the Department of Elementary and Secondary Education Safe and Supportive Schools Framework			●	●	●	●	●
Develop and implement PreK-12 attendance intervention	●	●	●	●	●	●	●
Identify and create targeted opportunities for community service learning both during the school day (grade level projects, Sage, departmental)		●	●	●	●	●	●

Create Opportunities through Program Expansion and Innovation to Benefit All Students

Through innovation and targeted expansion of programs and operations with proven return on investment potential, we will create opportunities that benefit all students. To achieve this, we will review, examine, and plan for the reconfiguration of Framingham's in-district school choice for elementary and middle school assignment and progression, review and expand our current educational programs, create pathways for staff, and increase access opportunities for all students, which includes the development of tuition-free, universal PreKindergarten; Out-of-School Time opportunities; and expansion of Adult ESL programming.

2023-2030 Goals for Strategic Plan Priority #3

GOALS for Strategic Plan Priority #3	
1	Extend dual language and heritage programming options
2	Develop alternative pathways at the high school
3	Determine return on investment for student learning and growth through the review of current programming
4	Review and expand health supports and services to increase family and student access and engagement within Framingham Public Schools

ACTION STEPS

Goal #1: Extend dual language and heritage programming options	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Explore implementation of Portuguese AP Class at FHS (NEWL Exam)			●	●	●	●	●
Extend Spanish Dual Language program at the secondary level		●	●	●	●	●	●
Extend Portuguese Dual Language program at the secondary level	●	●	●	●	●	●	●
Extend Dual Language and World Language heritage programming in Portuguese and Spanish at secondary level	●	●	●	●	●		
Extend/strengthen heritage language opportunities at high school	●	●	●				

ACTION STEPS

Goal #2: Develop alternative pathways at the high school	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Conduct a needs assessment in partnership with students and caregivers to determine programming options including specialized programs and pathways	●	●					
Assessment and revision of Evening Academy and Thayer to ensure the accessibility for all students.	●	●	●				
Expand community opportunities for students in the Learning Center Program	●	●	●				
Identify additional structures, services, and supports necessary to ensure access to alternative pathways for all students	●	●	●	●	●	●	●

ACTION STEPS

Goal #3: Determine return on investment for student learning and growth through the review of current programming	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Identify what specific programs require expansion and how we are monitoring/identifying effectiveness for all	●	●	●	●	●	●	●
Conduct a program assessment for Sage with considerations in inclusivity, staffing, program needs and collaboration between Sage teacher, classroom teacher and support staff	●	●	●				
Create and/or revise the structure for data chats to provide a direct link between teacher practice and Tier 1 instruction.	●	●					
Create documentation and professional development opportunities to assist teachers explain data and report cards to parents using the data dashboard		●	●	●	●		
Review and strengthen SLIFE (Students with Limited or Interrupted Formal Education) programming at the secondary level.	●	●	●				
Review referral processes for placement in various levels of classes and update to remove barriers to access to advanced coursework grades 6-12		●	●	●	●	●	●

ACTION STEPS

Goal #4: Review and expand health supports and services to increase family and student access and engagement within Framingham Public Schools	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Review current school-community health partnerships	●						
Assess student and family needs, to address barriers in support of student enrollment and student engagement		●	●	●	●	●	●
Identify and begin priority area recommendations for expansion of health services to address barriers impacting enrollment and student/family engagement based upon assessment and begin implementation			●	●	●	●	●

ACRONYMS/TERMS Defined

- **Aspen X2** - student and staff information database
- **CVR** - Classroom Visitation Rubric
- **Dashboard -** System for reviewing data trends and individual student performance
- **ELA** - English Language Arts
- **SEL** - Social Emotional Learning
- **OTL** - Office of Teaching and Learning
- **DCAP** - District Curriculum Accommodation Plan - guiding document for principals and teachers to ensure that all students in general education classes are provided with the tools and strategies to be successful. The DCAP document outlines the accommodations, instructional supports, and interventions that are available for all students in order to capitalize on their strengths and unique learning styles. (Chpt. 71, MGL S. 38 ½ Q)
- **IEP** - Individualized Education Program
- **MTSS** - Multi-tiered system of support
- **Pre-K** - Pre Kindergarten
- Phonemic Awareness - the ability to identify and manipulate individual sounds (phonemes) in spoken words
- **Sage** - students who perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains who may also require modification(s) to their educational experience(s)
- **SLIFE** - Students With Limited and/or Interrupted Formal Education
- **Tier I** - Core Instruction/ Universal Behavior Supports
- **Tier II** - Supplemental & Core Instruction/ Universal Behavior Supports
- **Tier III** - Intense & Core Instruction/ Universal Behavior Supports

Questions??