



Framingham Public Schools Strategic Plan

2023-2030



Who We Are

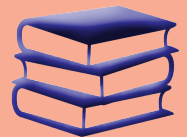
The Framingham Public Schools (FPS) and all of us within it, represent a learning organization that is committed to improving our practices and assuring students they are valued, loved, and celebrated. The Vision of FPS is to be a place of belonging, where our students, their families, and our staff have voice, participation, and agency. Indeed, we aspire to embrace differences and inspire futures!

Through a comprehensive education, it is our mission to create and empower free-thinking, responsible citizens who can participate equally in our rich and diverse community. In fulfilling our mission, we will hold true to our core values.

Our 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.





Table of Contents

TABLE OF CONTENTS

- **Office of Media and Communications Strategic Plan**
- **Office of Equity, Belonging, and Community Engagement Strategic Plan**
- **Office of Finance and Operations Strategic Plan**
- **Department of Fine and Performing Arts Strategic Plan**
- **Office of Human Resources Strategic Plan**
- **Office of Teaching and Learning and Student Supports Strategic Plan**
- **Office of Teaching and Learning - Early Education**



Framingham Public Schools

Media and Communications Office Strategic Plan

2023-2030

INTRODUCTION / OVERVIEW

The Media and Communications Office of Framingham Public Schools is dedicated to providing information and inspiration to all stakeholders by creating and distributing content that accurately portrays the positive and fiscally responsible impact that the district has on its students, families, employees, and the Framingham community including residents and taxpayers.

Communication consists of district-to-home messaging, utilizing public-facing communication channels such as the Framingham Public Schools website and social media accounts, media relations, as well as, providing communications-related training opportunities for Teachers, Administration, and Staff.

To support the diverse needs of the Framingham Public School community while growing with the advancement of tools and technology, all communication will be clear, concise, timely, and accessible. Content showcasing staff and student achievement will seek to inspire, educate, or inform the broader community on the positive things happening throughout our schools. The district will continue its efforts towards improving two-way communication to ensure student, staff, and parent/guardian voice and interests are elevated to the right people. Communication will uphold, enhance, and protect the integrity and reputation of the district as a valued part of the Framingham community.

TABLE OF CONTENTS

→ [Strategic Priority 1](#)

- ◆ The Communications Office will utilize our internal and external platforms to share staff and student achievements as it relates to instruction and celebrating student outcomes.

→ [Strategic Priority 2](#)

- ◆ [Goal 1: Improve Two-Way Communication](#)
- ◆ [Goal 2: Launch a New Website](#)
- ◆ [Goal 3: Increase and Maintain Social Media Presence](#)
- ◆ [Goal 4: Improve Internal Communication](#)

→ [Strategic Priority 3](#)

- ◆ The Communications Office will utilize our internal and external platforms to share program expansion and innovation highlights.

To see up to date progress, [click here for the Communications Office Strategic Plan 2023-2030 Tracking.](#)

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 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. Our aim is to support every student by providing language support through the use of academic conversations that deepen their content knowledge and proficiency in expressing their ideas in speaking and writing, while also engaging and responding to new ideas presented in high quality instructional materials.

The Communications Office will utilize our internal and external platforms to share staff and student achievements as it relates to instruction and celebrating student outcomes.

STRATEGIC PRIORITY 2: DEEPEN RELATIONSHIPS AND DEVELOP PARTNERSHIPS TO BENEFIT ALL STUDENTS

We will develop and deepen relationships, partnerships, and collaboration with students, families, staff, and community members in order to ensure a sense of belonging for all, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement, and opportunities that support and reflect our core values.

GOAL 1: IMPROVE TWO-WAY COMMUNICATION

Before we can improve Two-Way Communication, we need to fully assess where we are. A Two-Way Communication Task Force will be formed with school and department representation. This group of staff members will define new requirements for a two-way communication platform, participate in collaborative product demonstrations, and provide cross-functional buy-in before making a decision on the next district wide platform. Once the platform is determined, we will work cross-functionally to increase and improve usage, offering new connection and communication capabilities between staff and caregivers and/or students.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
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Launch a Two-Way Task Force to review and assess current two-way capabilities and effectiveness with staff members across schools, levels, and disciplines to define areas of improvement.	●						
Launch a Communication Survey to get input from caregivers and students on their communication needs and interests.	●				●		
Gather feedback from the Two-Way Task Force and create opportunities for staff members to provide input which will determine the Two-Way Platform to be utilized beginning in FY25.	●						
Provide user training for all relevant stakeholders including staff, parents, and students for the new platform		●	●	●			
Review and assess platform effectiveness and two-way communication needs.			●	●	●		

GOAL 2: LAUNCH A NEW WEBSITE

In May 2023, the Communications Office learned that the District needs to launch a new website and back-end CMS by the summer of 2025. This is because our current website platform was acquired by a new vendor and they are sunsetting, or eliminating the platform after 2025. Taking this into consideration, alongside our desire to offer a consistent and accessible website experience across all schools, we have hired a part-time Webmaster for the 23-24 school year to manage and maintain the school and department websites. In addition to making weekly updates to the schools’ homepages, the PTO areas, the Staff Directories, and maintaining the site as a whole, the Media and Communications Office will be preparing the site for data migration into a new platform, and offering support to staff members with website access.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Explore possible website vendors to launch a new content management system (CMS) which provides a great user experience, offering community members access to timely, transparent, and accessible content.	●						

Explore solutions for hosting FPS Policies, either as part of our website, or with a reliable third party with site integration.	●	●	●				
Streamline FPS website content to prepare for launching a new content management system (CMS).	●						
Launch and maintain a new FPS website which showcases what is happening in our classrooms, on our fields, and on our stages - all of which bring our core values to life by school and department.		●	●	●	●	●	●

GOAL 3: INCREASE AND MAINTAIN SOCIAL MEDIA PRESENCE

Social media has been a great asset for communicating with our Framingham Public Schools community both through operational updates and feel-good stories. Being able to create and foster an online community, enhancing community partnerships, and providing real-time updates have been beneficial for the broader Framingham community. Additionally, this public-facing space presents an opportunity to create a sense of belonging - showcasing content that ties to our tagline: Embracing differences. Inspiring futures.

Over time, it would be great to see expansion through our schools’ social media accounts so they too can highlight the great things happening within their walls while building online communities as a place for families to connect and engage with each other.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Utilize public facing platforms, like social media, to share content that resonates with students, staff, and community members to create a sense of belonging by #EmbracingDifferences and #InspiringFutures.	●	●	●	●	●	●	●
Work with schools to increase social media presence to share content that is relevant to each school community in order to build a place for families to connect and engage.	●	●	●				
Explore the possibility of expanding to private community spaces for schools as a replacement or an addition to sharing relevant content that educates, celebrates, or informs school stakeholders. (using the ParentSquare app feature)		●	●				

GOAL 4: IMPROVE INTERNAL COMMUNICATION

Collaborate with school and department leaders to gather, send, and post staff-only updates in dedicated places that prioritizes internal communication and community building. Historically we’ve done our best to communicate updates with staff first, before sharing information publicly as it’s important that our internal audience hear things from us directly vs. from news outlets. Sometimes these communications share *what we will be sharing* with families. In dedicating time, thought, and resources to improving internal communication, we can think about this in new ways and how these staff-focused communications can also build our internal community.

<i>GOAL #4: Improve Internal Communication</i>	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Implement a weekly staff newsletter pilot with focuses on district updates and staff shoutouts to limit over emailing staff with information.	●						
Launch a Communication Survey to get input from staff on their communication needs and interests.	●				●		
Along with new website launch, explore the possibility of creating an Intranet - an internal website viewable only by staff to share departmental and district updates, staff shout outs, opportunities, and community building		●					
Utilize ParentSquare’s capabilities to create an intranet-like experience for our staff along with a curated “news feed.” ParentSquare will become a hub that allows dedicated staff sharing of information, good news, and opportunities.			●	●	●	●	●

STRATEGIC PRIORITY 3: CREATE OPPORTUNITIES FOR EXPANSION AND INNOVATION TO BENEFIT ALL STUDENTS

Through innovation and expansion of programs and operations, we will create opportunities that benefit all students. To achieve this, we will reconfigure Framingham’s in-district school choice for elementary and middle schools, 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, among other opportunities.

The Communications Office will utilize our internal and external platforms to share program expansion and innovation highlights.



Framingham Public Schools

Office of Equity, Belonging, & Community Engagement

2023-2030 Strategic Plan

INTRODUCTION / OVERVIEW

The Office of Equity, Belonging, and Community Engagement is committed to working to create a culture and environment where all students, families, teachers, administrators and staff feel a sense of belonging. Family and Community Engagement is at the core of our work. Our comprehensive supports are delivered through the departments of - Student Registration (Welcome Center), Community Resource Development (CRD), Family Supports (Wraparound Coordinators), Adult ESL Plus, Equity and Belonging, Student Engagement, and Early Childhood Alliance of Framingham.

TABLE OF CONTENTS

→ [Strategic Priority 1](#)

- ◆ [Goal 1: Collaborate to ensure a welcoming environment.](#)
- ◆ [Goal 2: Expand and support professional learning for teachers, staff, and families.](#)
- ◆ [Goal 3: Monitor programing and partnerships to ensure strong return on investment.](#)

→ [Strategic Priority 2](#)

- ◆ [Goal 1: Expand and strengthen partnerships while improving collaboration and caregiver, family and community voice.](#)
- ◆ [Goal 2: Design, develop and implement a Caregiver Academy to support learning for families to help support their students.](#)

→ [Strategic Priority 3](#)

- ◆ [Goal 1: Design structures/opportunities for collaboration across departments, with schools and partners to encourage innovation.](#)
- ◆ [Goal 2: Deeper collaboration with community partners and schools to align district priorities with partner goals to better mobilize available resources to encourage innovation.](#)

To see up to date progress, [click here for the Office of Equity, Belonging, and Community Engagement Strategic Plan 2023-2030 Tracking.](#)

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 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. Our aim is to support every student by providing language support through the use of academic conversations that deepen their content knowledge and proficiency in expressing their ideas in speaking and writing, while also engaging and responding to new ideas presented in high quality instructional materials.

GOAL 1: Collaborate to ensure a welcoming environment.

Goal 1 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Student Registration: Identify and share information of services provided by FPS to new families.	●	●	●	●	●	●	●
Student Registration: Work with the Wraparound Team to ensure new and current families are being provided Wraparound services.	●	●	●	●	●	●	●
ECAF: Clearly define alignment to vision of early childhood and preschool district-wide.	●	●					
FAESL+: Develop leadership and coaching program for peer leaders at each of our sites.	●	●	●				
Equity: Outline professional learning for leaders and staff focused on equity and belonging.	●	●	●	●	●	●	●

GOAL 2: Expand and support professional learning for teachers, staff, and families.

Goal 2 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30

Student Registration: Provide customer service training to new Department of Student Registration staff.	●	●	●	●	●	●	●
FAESL+: Connect PD with individual observations to provide targeted support to provide high-quality, culturally-responsive instruction.	●	●	●	●	●	●	●
WRAP: Provide professional learning to enhance the team's expertise in addressing specific areas of learning and challenges within schools.	●	●	●	●	●	●	●
FAESL+: Ensure that PD is aligned to data from walkthroughs, observations, student outcome data, and program needs.	●	●	●	●	●	●	●
Equity: Design, plan, and deliver professional learning focused on equity and belonging.	●	●	●	●	●	●	●

GOAL 3: Monitor programing and partnerships to ensure strong return on investment.

Goal 3 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
FAESL+: Ensure adequate supervisory leadership at all sites, with consistent written feedback.	●	●	●	●	●	●	●
CRD: Design assessment framework to track key indicators for academic progress to inform before and after school program dev. aligned to teaching and learning.	●	●	●	●			
CRD: Facilitate partnership inventory district-wide to create a master database of community partners.	●	●	●				
Equity: Review audits - special education, equity, discipline, and Title IX - to identify completed responses to findings, plan for needed actions, outline follow-up audits focused on equity.		●	●	●	●	●	
Equity: Identify metrics for equity/belonging and create a data inquiry process to monitor progress.		●	●				

STRATEGIC PRIORITY 2: DEEPEN RELATIONSHIPS AND DEVELOP PARTNERSHIPS TO BENEFIT ALL STUDENTS

We will develop and deepen relationships, partnerships, and collaboration with students, families, staff, and community members in order to ensure a sense of belonging for all, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement, and opportunities that support and reflect our core values.

GOAL 1: Expand and strengthen partnerships while improving collaboration and caregiver, family and community voice.

Goal 1 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Student Registration: Continue working with key collaborators to create a Health Suite at Farley Building.	●	●	●	●			
FAESL+: Expand relationships with Education and Training Reps. on the MassHire Metro Southwest Workforce Development Board.		●	●	●	●	●	●
Equity: Develop and implement a Parent Advisory Council to expand parent and caregiver voice.		●	●	●			
CRD: Organize community partner spaces for the collaborators that exist, to maximize resources.		●	●	●			
CRD: Create student/family voice structures with diverse representatives to engage in design of extended learning programs.		●	●	●			

GOAL 2: Design, develop and implement a Caregiver Academy to support learning for families to help support their students.

Goal 2 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
WRAP: Organize and manage regular Family Engagement Workshops in partnership with Community Partners.	●	●	●	●	●	●	●

Student Registration: Collaborate with other school districts that have implemented parent learning structures.	●	●	●				
FAESL+: Hold onsite Caregiver Academy courses for Framingham Adult ESL students who are FPS caregivers to connect them to FPS services.		●	●	●	●	●	●
Equity: Facilitate an inventory of learning topics parents are interested in engaging in and begin to pilot course for Caregiver Academy.		●	●	●			

STRATEGIC PRIORITY 3: CREATE OPPORTUNITIES FOR EXPANSION AND INNOVATION TO BENEFIT ALL STUDENTS

Through innovation and expansion of programs and operations, we will create opportunities that benefit all students. To achieve this, we will reconfigure Framingham’s in-district school choice for elementary and middle schools, 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, among other opportunities.

GOAL 1: Design structures/opportunities for collaboration across departments, with schools and partners to encourage innovation.

Goal 1 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
WRAP: Create more collaboration opportunities across departments and schools to better support families and students.		●	●	●	●	●	●
Student Registration: Continue working with cabinet, across departments, and key collaborators on a multi-year plan to reconfigure school zones.		●	●	●	●	●	●
Student Registration: Continue supporting the expansion and enrollment of Preschool and PreKindergarten students.	●	●	●	●	●	●	●
Equity: Design/implement a community forum structure to engage families whose voices are not heard.		●	●				

Equity: Design/implement Student Engagement department to support student voice, agency, and leadership.		●	●				
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GOAL 2: Deeper collaboration with community partners and schools to align district priorities with partner goals to better mobilize available resources to encourage innovation.

Goal 2 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
CRD: Collaborate with community partners to align partnership goals with district strategic priorities.	●	●	●	●	●	●	●
CRD: Deepen collaboration with schools and community partners to design a diverse range of innovative programming that align with academic and strategic priorities.	●	●	●	●	●	●	●
FAESL+: Recruit a diverse range of students through targeted outreach to ensure that the student body represents the diversity of MetroWest.		●	●	●	●	●	●
FAESL+: Design program connections to internships, apprenticeships, and job specific classes.		●	●	●			



Framingham Public Schools

Office of Finance & Operations Strategic Plan

2023-2030

INTRODUCTION / OVERVIEW

The Office of Finance and Operations which includes the Business Office, the Buildings & Grounds Department, the Food Services Department, the Safety & Security Department, the Technology Department and the Transportation Department has created a seven year strategic plan, guided by the District's strategic priorities, to lead the Office in their efforts. This office is committed to provide sound financial support as well as operational support that keep our students, staff and visitors safe.

TABLE OF CONTENTS

- [Strategic Priority 1](#)
 - ◆ [Goal 1: Access for students to the least restrictive environment](#)
 - ◆ [Goal 2: Cultivate a workplace environment where staff realize their impact and fulfill their purpose](#)
- [Strategic Priority 2](#)
 - ◆ [Goal 1: Foster a safe and supportive learning environment in order to increase student engagement and belonging](#)
 - ◆ [Goal 2: Increase opportunities for ownership of experience and student voice](#)
 - ◆ [Goal 3: Establish strong relationships through consistent communication and engagement of all collaborators](#)
- [Strategic Priority 3](#)
 - ◆ [Goal 1: Offer Universal Pre-K to all 4 year olds \(year before Kindergarten\) living in Framingham](#)
 - ◆ [Goal 2: Develop and support alternative pathways at the high school](#)
 - ◆ [Goal 3: Review transportation model and school assignment model](#)

To see up to date progress, [click here for the Office of Finance & Operations Strategic Plan 2023-2030 Tracking.](#)

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 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. Our aim is to support every student by providing language support through the use of academic conversations that deepen their content knowledge and proficiency in expressing their ideas in speaking and writing, while also engaging and responding to new ideas presented in high quality instructional materials.

GOAL 1: Access for students to the least restrictive environment

Goal 1 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
TECH: Define evolving technology needs and develop long range procurement and replenish plan	●	●	●	●	●	●	●
TECH: Continue to review current structures and help desk data to enhance productivity and efficiencies	●	●	●	●	●	●	●
TECH: Continue to monitor and develop expense plan by technology category (Servers, Learning Devices, Cabling, Wireless Access, Creation and Use of Labs, Infrastructure, etc.)	●	●	●	●	●	●	●
TECH: Continue to partner with the Office of Teaching and Learning to review the performance and roadmap of Aspen X2 to see if it continues to meet our needs	●	●					
TECH: Continue rollout to move staff devices to Chromebooks	●	●	●	●			
TRANSP: Review transportation routes to develop efficiencies	●	●	●	●	●	●	●

TRANSP: Review transportation needs and policies to determine possibility of moving to an in house operation	●	●	●				
B&G: Utilize capital planning to ensure ADA and Code compliance	●	●	●	●	●	●	●
BUS OPS: Continue to utilize the Policy Subcommittee to review Policies and Procedures and revise to increase access and equity to all students	●	●	●	●	●	●	●
S&S: Develop student centered curriculum to support ALICE training. PreK staff training and curriculum	●	●					
S&S: Create and update District Safety Plan to include trainings on First Aid, AED and CPR	●	●	●	●	●	●	●
ALL: Continue to leverage subcommittee working groups to create positive impact for students	●	●	●	●	●	●	●
ALL: Develop opportunities for gaining input from students, staff, families, and community partners regarding the student experience	●	●	●	●	●	●	●

GOAL 2: Cultivate a workplace environment where staff realize their impact and fulfill their purpose

Goal 2 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
ALL: Work in concert with HR to define the District's philosophy on remote work; evaluate and develop policies and procedures that ensure equitable application of remote work opportunities, remove obstacles, and encourage use where applicable in order to allow for greater flexibility, cost savings, and an opportunity to recruit top talent	●	●					
ALL: Create professional development opportunities that reinforce high quality customer service and meet the specific needs of each department	●	●	●	●	●	●	●
ALL: Implement strategies to improve job satisfaction and promote longevity based on information obtained from data	●	●	●	●	●	●	●

gathering tools administered by HR, such as consistent surveys							
ALL: Continue to review Policies and Procedures and revise to increase access and equity to all students	●	●	●	●	●	●	●

STRATEGIC PRIORITY 2: DEEPEN RELATIONSHIPS AND DEVELOP PARTNERSHIPS TO BENEFIT ALL STUDENTS

We will develop and deepen relationships, partnerships, and collaboration with students, families, staff, and community members in order to ensure a sense of belonging for all, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement, and opportunities that support and reflect our core values.

GOAL 1: Foster a safe and supportive learning environment in order to increase student engagement and belonging

Goal 1 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
FS: Survey students regarding menu choices and implement diversified menu choices	●	●	●	●	●	●	●
S&S: Continue to utilize operating budgets to upgrade and enhance access control to all buildings	●	●	●	●	●	●	●
S&S: Continue to upgrade security camera coverage throughout the District	●	●	●	●			
S&S/Transp: Review and revise arrival and dismissal procedures as needed with building administrators	●	●	●	●	●	●	●
S&S: Continue to partner with citywide first responders on emergency planning and communications	●	●	●	●	●	●	●
S&S: Complete and update District Reunification Plan	●	●	●				

GOAL 2: Increase opportunities for ownership of experience and student voice

Goal 2 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30

BUS OPS: Continue to work with all departments to ensure funding exists for field trips to augment the school experience	●	●	●	●	●	●	●
BUS OPS: Continue to seek out opportunities and grants that support the inclusion of student voice	●	●	●	●	●	●	●

GOAL 3: Establish strong relationships through consistent communication and engagement of all collaborators

Goal 3 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
S&S: Continue to partner with citywide first responders on emergency planning and communications	●	●	●	●	●	●	●
B&G: Continue to partner with citywide departments to enhance the student experience	●	●	●	●	●	●	●
FS: Continue to leverage professional organizations (Department of Ed) to keep abreast of current research and technology	●	●	●	●	●	●	●
BUS OPS: Continue to partner with the Mayor and City of Framingham departments to create efficiencies in practices	●	●	●	●	●	●	●
TECH: Continue to leverage professional organizations (MassCUE, etc) to keep abreast of current research and technology	●	●	●	●	●	●	●

STRATEGIC PRIORITY 3: CREATE OPPORTUNITIES FOR EXPANSION AND INNOVATION TO BENEFIT ALL STUDENTS

Through innovation and expansion of programs and operations, we will create opportunities that benefit all students. To achieve this, we will reconfigure Framingham’s in-district school choice for elementary and middle schools, 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, among other opportunities.

GOAL 1: Offer Universal Pre-K to all 4 year olds (year before Kindergarten) living in Framingham

Goal 1 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
BUS OPS: Utilize the Pre-K Advisory committee and the Directors of Special Education and Multilingual Education to transition to Pre-K school day programming at BLOCKS	●						
BUS OPS: Develop and plan for tuition free enrollment at BLOCKS Preschool	●	●					
ALL: Create and implement plans for ongoing construction at Farley to accommodate Pre-K Expansion, Welcome Center and Thayer	●	●	●	●	●	●	●
ALL: Create and implement plans for the development of the New PreK-5 MSBA school	●	●	●	●	●	●	●
ALL: Create and implement plans for upgrades to the existing Hemenway Elementary school to allow for a PreK/Kindergarten building model	●	●	●	●	●	●	●
ALL: Revisit space allocation at BLOCKS to accommodate increases in Pre-K and preschool enrollment	●	●	●	●	●	●	●

GOAL 2: Develop and support alternative pathways at the high school

Goal 2 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
ALL: Conduct a needs assessment in partnership with students and caregivers to determine programming options including specialized programs and pathways	●	●					
ALL: Assessment and revision of Evening Academy and Thayer to ensure the accessibility for all students.	●	●	●	●	●	●	●
ALL: Identify additional structures, services, and supports necessary to ensure access to alternative pathways for all students	●	●	●	●	●	●	●

BUS OPS: Continue to support FHS with grant initiatives that explore the expansion of the Student Success Academy and Evening Academy	●	●	●	●	●	●	●
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GOAL 3: Review transportation model and school assignment model

Goal 3 Action Steps	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
TRANSP: Review transportation routes to develop efficiencies	●	●	●	●	●	●	●
TRANSP: Review and strengthen in-house model	●	●	●	●	●	●	●
TRANSP: Work with Student Registration on school assignments for potential revised model		●	●	●	●	●	●



Framingham Public Schools

Department of Fine & Performing Arts

2023-2030 Strategic Plan

INTRODUCTION / OVERVIEW

The Department of Fine and Performing Arts (FPA) has created a seven year strategic plan, guided by the district's strategic priorities, to guide all department teachers and staff in their work with each other and students.

FPA shares the FPS values that guide all teaching and learning within the district. These values direct all work with students, each other, and the community—during and beyond the school day. Specifically, the FPA Department believes in:

- Providing a safe, inclusive, and culturally responsive teaching and learning environment
- Engaging antiracist and responsible civic advocates
- Respecting diversity of thoughts, learners, culture, and community
- Fostering learning and healthy growth of all students and staff
- Ensuring every school will be an active, participatory, equitable community

FPA serves Framingham Public School (FPS) students through thoughtful and intentional development of programming that fosters their sense of self and community through broad experiences with artistic skills, theories, concepts, and techniques to express, celebrate, and advocate for themselves as both individuals and artists. The department aims to guide students as they develop into creative thinkers, confident expressers, collaborative and innovative problem solvers, and socially responsible individuals who have life-long appreciation for the arts and take joy in expressing themselves artistically, creatively, and collaboratively.

FPA aspires to engage all FPS students and the broader Framingham community with equitable and multifaceted arts programming—during and beyond the school day—to ensure belonging for everyone. This will be achieved through culturally responsive, high-quality skill and content-based instruction that incorporates creative exploration, cooperative learning, and critical thinking through instruction that will be rooted in history, culture, media, techniques, and genres that reflect the diverse perspectives within the Framingham community.

To see up to date progress, [click here for the FPA Department Strategic Plan 2023-2030 Tracking.](#)

TABLE OF CONTENTS

- [Strategic Priority 1](#)
 - ◆ [Goal 1: Curriculum Development and Alignment](#)
 - ◆ [Goal 2: Professional Development](#)
 - ◆ [Goal 3: Classroom Support](#)
- [Strategic Priority 2](#)
 - ◆ [Goal 1: Community Outreach](#)
 - ◆ [Goal 2: Internal Partnerships](#)
 - ◆ [Goal 3: External Partnerships](#)
- [Strategic Priority 3](#)
 - ◆ [Goal 1: Expansion of Programs and Programming](#)
 - ◆ [Goal 2: Recruitment and Retention of Teachers](#)

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 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. Our aim is to support every student by providing language support through the use of academic conversations that deepen their content knowledge and proficiency in expressing their ideas in speaking and writing, while also engaging and responding to new ideas presented in high quality instructional materials.

GOAL 1: CURRICULUM DEVELOPMENT AND ALIGNMENT

All FPA curricula will be assessed or developed, and then updated or revised, in alignment with department values, mission, and vision.

Goal 1: Curriculum Development and Alignment	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
With staff and community, develop a departmental mission and vision for FPA that represents the educational and artistic values of the district, department, and other community stakeholders.	●						
Review curricula, then update or revise across all grade levels and sub-disciplines to be aligned vertically, horizontally, and philosophically with FPS and FPA values, mission, and vision.			●	●	●		
Partner with community members and culture bearers to ensure that all FPA curricula are relevant, responsive, sustaining, and representative of the diverse communities within Framingham.	●	●			●	●	

GOAL 2: PROFESSIONAL DEVELOPMENT

All FPA teachers will receive content-specific professional development according to the needs of the department and aligned to the core values and key initiatives of Framingham Public Schools.

Goal 2: Professional Development	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Develop department-wide professional development courses that meet the instructional needs of FPA teachers and FPS students.	●			●			●
Develop content-specific professional development courses that meet the instructional needs of FPA teachers in all FPA sub-disciplines.		●		●		●	
Seek out, arrange, and support teachers in attending external professional development courses that meet the instructional needs of FPA teachers.	●	●					
Support FPA staff to become active members of state and/or national organizations that represent sub-disciplines.	●						

GOAL 3: CLASSROOM SUPPORT

All Fine and Performing Arts teachers will receive consistent instructional support around arts pedagogy, instructional skills and techniques, and classroom culture and management in order to develop into strong arts educators who are successfully able to meet the needs of all FPS students.

Goal 3: Classroom Support	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Create and execute systems of continuous professional growth for FPA educators.	●	●					
Provide FPA teachers with individualized evaluative and non-evaluative content-specific support through an equity lens that aligns with the department values, mission, and vision.	●	●	●	●	●	●	●
Work with FPA educators to identify individual instructional strengths, opportunities for growth, and goals.	●	●	●	●	●	●	●
Establish and maintain curricular alignment across schools through individualized feedback and support.	●	●	●	●	●	●	●
Collaborate with school-based administrators to provide multi-tiered support and streamlined feedback.	●	●	●	●	●	●	●

STRATEGIC PRIORITY 2: DEEPEN RELATIONSHIPS AND DEVELOP PARTNERSHIPS TO BENEFIT ALL STUDENTS

We will develop and deepen relationships, partnerships, and collaboration with students, families, staff, and community members in order to ensure a sense of belonging for all, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement, and opportunities that support and reflect our core values.

GOAL 1: COMMUNITY OUTREACH

FPA administrators, teachers, and staff will work intentionally to establish and cultivate external community partnerships within the wider Framingham community to collaborate and/or participate in Fine and Performing Arts events.

Goal 1: Community Outreach	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Establish and cultivate partnerships with local artists, performers, establishments, and arts organizations.	●	●				●	●
Establish and cultivate partnerships with community organizations within Framingham and Massachusetts.	●	●				●	●
Provide FPS students with increased arts opportunities outside of the classroom.	●	●	●				

GOAL 2: INTERNAL PARTNERSHIPS

FPA administrators, educators, and staff will work with colleagues across the district to generate support for arts events and initiatives.

Goal 2: Internal Partnerships	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Develop and sustain relationships with school-based leaders and personnel to support the growth and success of arts programming within all FPS schools.	●	●			●		●
Develop and sustain relationships with leaders and personnel across FPS district departments to support the growth and success of arts programming within all FPS schools.	●	●			●		●
Develop and sustain relationships with PTO representatives across all FPS schools to support the	●	●	●	●	●	●	●

growth and success of arts programming within all FPS schools.							
Build a peer mentorship system between secondary and elementary level instrumental and vocal music programs.			●	●	●		
Partner with the Student Support Department to develop FPA teachers' inclusive instructional capacity.	●	●			●		●
Partner with the Multilingual Department to develop FPA teachers' multilingual instructional capacity.	●	●			●		●

GOAL 3: EXTERNAL PARTNERSHIPS

FPA administrators, educators, and staff will work with external organizations to form pedagogical and programmatic partnerships to support arts teaching and learning for all FPA teachers and FPS students.

Goal 3: External Partnerships	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Develop and sustain relationships with pedagogy-based organizations and individuals that align with FPA values to support the growth and success of arts programming within all FPS schools.	●	●			●		●
Develop and sustain relationships with program-focused organizations that align with FPA values to support the growth and success of arts programming within all FPS schools.	●	●			●		●

STRATEGIC PRIORITY 3: CREATE OPPORTUNITIES FOR EXPANSION AND INNOVATION TO BENEFIT ALL STUDENTS

Through innovation and expansion of programs and operations, we will create opportunities that benefit all students. To achieve this, we will reconfigure Framingham’s in-district school choice for elementary and middle schools, 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, among other opportunities.

GOAL 1: EXPANSION OF PROGRAMS AND PROGRAMMING

The Department of Fine and Performing Arts (FPA) will develop innovative, responsive, equitable, and thoughtful expansion and development of arts programs and programming to ensure that all FPS students—across every grade and throughout their schooling—can develop into lifelong learners of the arts, pursue arts as careers later in life, and develop their abilities to think creatively and critically.

Goal 1: Expansion of Programs and Programming	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Expand 5th Grade Orchestra across all nine FPS elementary schools.	●	●	●				
Expand Orchestra programming in FPS middle schools to support increased student enrollment.		●	●	●	●		
Expand Orchestra programming in FHS to support increased student enrollment.				●	●	●	●
Develop 5th Grade Chorus programs across all nine FPS elementary schools.	●	●	●				
Review state of theater offerings, including delivery by PTOs in some elementary schools, in order to expand theater access into all schools.	●						
Expand theater into the school-year with after-school offerings at all nine FPS elementary schools.		●	●	●	●	●	●
Collaborate with the PreK expansion team to develop curriculum and staffing models to support PreK expansion during each iteration of the expansion plan.	●	●	●	●	●	●	●
Collaborate with BLOCKS (school-day), OST Department and outside entities to develop after school Chorus and Dance co-curricular programs.	●	●	●				
Expand Dance programming at FHS.	●	●					
Explore and develop Dance as a school-day offering at middle schools.	●	●					
Launch Music Production programming and studio at FHS.		●	●				
Expand Visual Arts programming at FHS.	●	●					
Expand FHS band and vocal ensemble capacity.			●	●	●	●	●

GOAL 2: RECRUITMENT AND RETENTION OF TEACHERS

The Department of Fine and Performing Arts (FPA) will seek to recruit and retain highly qualified arts educators.

Goal 2: Recruitment and Retention of Teachers	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Develop relationships with arts educator preparation programs that share priorities and values with FPS and FPA, particularly those that serve historically marginalized communities.	●	●					
Seek out and recruit highly qualified teachers through professional networks and conferences.	●	●	●	●	●	●	●
Investigate ways to create inclusive workspace conditions that contribute to positive work environments, particularly those that belong to historically marginalized and underrepresented communities.	●	●	●				
Provide support for teachers pursuing licensure and advanced degrees in arts-education-related fields, particularly those pursuing alternate career track and from historically marginalized and underrepresented communities.				●	●	●	●
Make FPA's important equity and arts education work visible to attract teachers.	●	●	●	●	●	●	●



Framingham Public Schools

Office of Human Resources Strategic Plan

2023-2030

INTRODUCTION / OVERVIEW

The Office of Human Resources has created a seven year strategic plan, guided by the District's strategic priorities, to lead the Office of Human Resources in their efforts. The Office of Human Resources is responsible for coordinating the recruitment, selection, appointment, and promotion of all district employees with the goal of maintaining a dynamic and efficient staff who are committed to providing outstanding educational programs. The Office of Human Resources is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and seeks to retain the diverse talent in our workforce and support our people to maintain a long and productive working career. The Office processes all hires, terminations, leaves, salary changes, stipends, reimbursements, retirements, longevity payments, professional development, etc. In addition, it collaborates with all departments, offers support and guidance to supervisors with the supervision and evaluation, establishes hiring practices and procedures, ascertains faculty qualifications, listens to staff concerns and contractual grievance hearings, conducts investigations, negotiates contracts, maintains personnel files, creates job descriptions, collaborates with and acts as a conduit to Payroll, etc. We aspire to be a friendly customer-focused staff, and our goal is to meet the needs of each of our customers, the employees of Framingham Public Schools. The FPS Office of Human Resources was the 2021 recipient of the Eugene H. Rooney, Jr., Public Service Award.

TABLE OF CONTENTS

- [Strategic Priority 1](#)
 - ◆ [Human Resources Overall Goal](#)
 - [Goal 1: Workforce Environment](#)
- [Strategic Priority 2](#)
 - ◆ [Human Resources Overall Goal](#)
 - [Goal 1: Stakeholder Relationships](#)
 - [Goal 2: Career & Performance Management Strategy](#)
 - [Goal 3: HR Compliance & Policies](#)
 - [Goal 4: HR Systems & Data](#)
 - [Goal 5: Compensation Programs & Strategy](#)
- [Strategic Priority 3](#)
 - ◆ [Human Resources Overall Goal](#)
 - [Goal 1: Pathway, Development & Talent Management](#)

To see up to date progress, [click here for the Human Resources Strategic Plan 2023-2030 Tracking.](#)

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 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. Our aim is to support every student by providing language support through the use of academic conversations that deepen their content knowledge and proficiency in expressing their ideas in speaking and writing, while also engaging and responding to new ideas presented in high quality instructional materials.

HUMAN RESOURCES OVERALL GOAL

The Office of Human Resources will develop professional learning opportunities to allow for educators to grow and hone their practice as well as to expand our succession programs to reinforce our strategy of “growing our own.” We will drive a “learning culture” that supports employee development and supervisory success to improve retention. Our ultimate goal is to create, promote and foster a culture that values development, diversity, and growth opportunities for all employees.

GOAL 1: WORKFORCE ENVIRONMENT

Cultivate a workplace environment where education professionals and support staff realize their impact and fulfill their purpose.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
General							
Identify and deliver assessment and feedback tools and programs that support individual and organizational development activities.	●	●	●	●	●	●	●
Continue to offer learning and development programs that include classes, leadership development, career development programs, job shadowing programs, etc.				●	●	●	●
Ensure information on learning opportunities and resources is readily available, clear, and easy to find	●	●	●	●	●	●	●

Add a concrete learning process and practice with a blended learning design (on-demand, self-paced learning, multiple short learning periods over time, instructor-led through facilitated learning agenda, fine-tune formal development program).		●	●	●	●	●	●
Report attendance at professional development to appointing authorities.	●	●	●	●	●	●	●
Oversee, manage, assign, and generate data reports for all mandated online training.	●	●	●	●	●	●	●
Leadership							
Establish a leadership and coaching program for leaders.		●	●	●	●	●	●
Expand individual and organizational development programs to help develop and retain our workforce to help them meet current workload needs and prepare them for promotional opportunities, especially the development of leaders of color and/or leaders with multilingual skills.			●	●	●	●	●
Redesign supervisory leadership development program using didactic, active, and collaborative learning techniques.					●	●	●
Rollout redesigned leadership development program for newly promoted or hired supervisors and managers.			●	●	●	●	●
Enhance learning materials to empower managers by developing training manuals that are accessible and include screenshots.	●	●	●	●	●	●	●
Increase training for hiring managers, focusing on hiring practices.	●	●	●	●	●	●	●
Diversity, Equity and Belonging							
Build opportunities for discussions on issues of diversity and inclusion to become part of continuous learning culture.				●	●	●	●

Research and establish a comprehensive training and professional development program that balances foundational learning and personal exploration of DEI principles.	●	●	●				
Create and implement an annual DEI workshop required for all employees in order to reinforce the District's commitment to cultural competency.				●	●	●	●
Develop or facilitate the delivery of training programs to reduce unconscious bias and promote diversity, inclusion, and belonging to enhance organizational capacity.		●	●	●	●	●	●
Expand mandatory training to all staff on harassment and discrimination identification, prevention, elimination, and responsibilities.		●	●	●	●	●	●
New Staff							
Establish a delivery platform for District-level orientation content that is accessible to all new employees and available on demand.		●	●	●	●	●	●
Establish ongoing support seminars during the school year for new teachers.		●	●	●	●	●	●
Increase training for mentors.		●	●	●	●	●	●

STRATEGIC PRIORITY 2: DEEPEN RELATIONSHIPS AND DEVELOP PARTNERSHIPS TO BENEFIT ALL STUDENTS

We will develop and deepen relationships, partnerships, and collaboration with students, families, staff, and community members in order to ensure a sense of belonging for all, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement, and opportunities that support and reflect our core values, mission, and vision.

HUMAN RESOURCES OVERALL GOAL

The Office of Human Resources will enhance the employee experience through a culture of employee engagement, wellness, diversity and inclusion, that lead to overall employee well-being, productivity, and retention. The Office of Human Resources will deploy recruitment and retention strategies including marketing and communication to attract and retain qualified and diverse individuals to FPS. The Office of Human Resources will enhance workplace

experiences by leveraging HR technology and committing to employee customer service satisfaction.

GOAL 1: COLLABORATOR RELATIONSHIPS

Establish strong relationships through consistent communication and engagement of all collaborators.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Engagement							
Implement strategies to improve job satisfaction and promote longevity based on information obtained from data gathering tools, such as consistent surveys.			●	●	●	●	●
Create a staff engagement survey with action plans to address issues being raised.	●	●	●	●	●	●	●
Continue to innovate and continuously improve with initiatives such as Recognition Programs.	●	●	●	●	●	●	●
Define the District's philosophy on hybrid work; evaluate and develop associated policies and procedures that ensure equitable application of hybrid work opportunities, remove obstacles, and encourage use where applicable in order to allow for greater flexibility, cost savings, and an opportunity to recruit top talent.		●	●	●	●	●	●
Create and support networks of colleagues to build a sense of belonging and improve communication across the District.		●	●	●	●	●	●
Develop additional rewards and incentives for incentivizing and rewarding staff.	●			●			●
Supporting New Staff							
Create a framework for orientation and onboarding at a building/department level that builds on the District-level programming and includes templates, tools and resources to support		●	●	●	●	●	●

program development and delivery.							
Enhance individual and organizational effectiveness by ensuring every employee feels welcomed and valued and has access to the training, tools and resources they need to be successful beginning with their first day of work and continuing throughout their career at FPS.		●	●	●	●	●	●
Provide expanded onboarding and orientation experience for new hires.		●	●	●	●	●	●
Generate and adapt templates/surveys for early and consistent communication with new hires at 1, 3, 6, and 12 month checkpoints.	●	●	●	●	●	●	●
Assist appointing authorities in creating realistic job previews for potential candidates.		●	●	●	●	●	●
Visit all first year teachers on a regular basis.		●	●	●	●	●	●
Union Relations							
Maintain positive working relationships with labor organizations collaborating on emerging employee/employer needs.	●	●	●	●	●	●	●
Diversity, Inclusion and Belonging							
Foster awareness and understanding of FPS's commitment to diversity, inclusiveness, and belonging as well as to equal employment opportunities and the prevention of harassment and discrimination in the workplace.	●	●	●	●	●	●	●
Provide guidance on discrimination and harassment regulations as well as School Committee policies to maintain compliance.	●	●	●	●	●	●	●
Ensure that all negotiated agreements promote the employment of individuals who are culturally responsive and diverse.	●			●			●

Implement a discrimination and harassment tracking system.		●	●	●			
Supervisors							
Assist appointing authorities with the development of recognition programs that are consistent, fair, and impartial.			●	●	●	●	●
Strengthen HR and appointing authorities relations by continuing field visits from Assistant Superintendent and Associate Director.	●	●	●	●	●	●	●
Work with appointing authorities to develop better automated exit interviews.			●	●	●	●	●
Develop and strengthen partnerships with departments and buildings through training, communication, information, and support on employee relations issues allowing for prevention, early discovery, and/or prompt resolution.		●	●	●	●	●	●
Evaluate, design, and present school and department-specific training sessions on requested employee/labor relations topics.		●	●	●	●	●	●

GOAL 2: CAREER AND PERFORMANCE MANAGEMENT STRATEGY

Streamline performance standards aligned with policies, observing and providing feedback, and offering guidance for conducting appraisals, enabling the best results through managing employee performance and organizational growth.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Analyze new teacher performance against standards and rubrics and collaborate with providers of new teacher training to align training with performance needs and principal's assessments.				●	●	●	●
Create a protocol for using data to make key personnel decisions.				●	●	●	●

Proactively provide templates, documentation support, and dedicated legal assistance to principals addressing low performers; streamline processes to make it possible to terminate low performers.	●	●	●	●	●	●	●
Create a sick leave management plan and monitor absenteeism and leave use, incorporate attendance into overall performance and assist principals to intervene when sick and personal leave use is excessive.		●	●	●	●	●	●
Introduce a succession planning framework to eliminate critical position vacancies.				●	●	●	●
Serve as a strategic thought partner and advisor to schools/departments on all areas of HR including employee relations, ADA and risk management issues to create a healthy and safe workplace.	●	●	●	●	●	●	●

GOAL 3: HR COMPLIANCE AND POLICIES

Implement an environment of ethics, policies, and compliance to established personnel practices while balancing efficiency and effectiveness.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Ensure compliance with disability leave laws, such as Americans with Disabilities Act (ADA), Family Medical Leave Act (FMLA), by partnering with employees and departments to return employees to suitable and gainful employment.	●	●	●	●	●	●	●
Measure and maintain results for reasonable workplace accommodations under the ADA to demonstrate the efficacy and importance of returning employees to suitable, gainful employment.	●	●	●	●	●	●	●

GOAL 4: HR SYSTEMS AND DATA

Foster a unified, engaging, and efficient platform for employment and supervisors to navigate the employee life cycle to meet the current and future needs of FPS.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Provide assisted self-service through web based systems to improve the customer service.			●	●	●	●	●
Continue to streamline processes that gain efficiencies while meeting organization/customer needs.	●	●	●	●	●	●	●
Develop dashboards and metrics to ensure we are measuring success as well as providing leaders with data to enhance understanding of our workforce and enable them to make data informed decisions.		●	●	●	●	●	●
Develop additional meaningful HR service metrics through semiannual employee relations surveys, conducting benefits satisfaction surveys more frequently, and eliciting feedback from customers.		●	●	●	●	●	●
Enhance services and transparency through user-friendly technology.		●	●	●	●	●	●
Provide accurate and timely reporting and analyses of workforce information and data and HR metrics.	●	●	●	●	●	●	●
Engage in continuous process and operations improvement, including professional development, to stay abreast of HR industry and legal changes.	●	●	●	●	●	●	●
Measure and monitor process completion and quality of services to ensure efficient and responsive delivery of services.		●	●	●	●	●	●

GOAL 5: COMPENSATION PROGRAMS AND STRATEGY

Align staff compensation programs with relevant markets and create a competitive compensation tool to drive organizational results. Demonstrate transparency in FPS compensation practices aligned with related policies and ensure internal fairness.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30

Streamline, simplify, automate processes, and procedures to receive compensation (i.e. stipends, retro pay, etc.).				●	●	●	●
Provide multiple levels of financial incentives (i.e. stipends) for high-performing teachers to take on varied additional roles and responsibilities.		●	●	●	●	●	●
Develop a market-based salary structure that allows us to manage pay within the institution, maintain competitiveness, ensure internal equity, allow for flexibility, streamline salary administration and maintenance, and ensure compliance.			●	●		●	●
Promote innovative, responsive, fair, and consistent compensation services, and ensure classification specifications accurately reflect the needed qualification, knowledge, skills, and abilities required for successful job performance.	●		●	●		●	●

STRATEGIC PRIORITY 3: CREATE OPPORTUNITIES FOR EXPANSION AND INNOVATION TO BENEFIT ALL STUDENTS

Through innovation and expansion of programs and operations, we will create opportunities that benefit all students. To achieve this, we will reconfigure Framingham’s in-district school choice for elementary and middle schools, 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, among other opportunities.

HUMAN RESOURCES OVERALL GOAL

The Office of Human Resources will provide innovative, responsive, fair and consistent recruitment and selection to ensure FPS employs, develops, and retains a qualified and diverse workforce. The Office of Human Resources will also ensure outreach to underserved populations via recruitment efforts.

GOAL 1: PATHWAY DEVELOPMENT AND TALENT MANAGEMENT

Implement a pathway that recruits, retains, and rewards highest quality talented teachers, principals, and staff for every school and district employment units.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Branding							
Update our website to provide attractive and welcoming first impressions and signposts to further information, with a particular emphasis on FPS staff.	●	●	●	●	●	●	●
Proactively source a diverse pool of candidates via social media, developing a new brand for FPS employment and promote programs such as fellowships, internships, flexible work schedules/telework, etc.		●	●	●	●	●	●
Build an employer brand which effortlessly attracts high potential and high performing talent to FPS by defining our value proposition to candidates, promoting our core values, reputation, and diversity.		●	●	●	●	●	●
Create a marketing plan to raise awareness of the District's diversity, inclusiveness, and belonging initiatives.		●	●	●	●	●	●
Develop a formalized employee referral bonus program.	●	●	●	●	●	●	●
Coordinate career fairs sponsored by FPS.	●	●	●	●	●	●	●
Target applicants with specific language skills by advertising in local and major market avenues that target specific populations.		●	●	●	●	●	●
Develop job advertisements in targeted languages.	●	●	●	●	●	●	●
Expand partnership with Puerto Rico.	●	●	●	●	●	●	●
Target the recruitment of highly qualified applicants at university job fairs by advertising in the university newspapers 2-3 weeks prior to the event to build name recognition.		●	●	●	●	●	●

Train interviewers and others who come into contact with candidates to understand their critical roles in both selecting candidates who match the District's profile as well as in the "marketing" of the value proposition during the entire interview process.	●	●	●	●	●	●	●
Recruiting							
Post critical shortage areas by March 1 to open schools with fewer shortages in critical fields.	●	●	●	●	●	●	●
Ensure equity between high and low needs by providing incentives and opportunities for highly experienced, effective teachers, and quality applicants to seek high-needs schools.	●	●	●	●	●	●	●
Develop and implement a comprehensive leadership plan designed to appropriately align people and resources to accomplish the mission, goals, and objectives of the District.			●	●	●	●	●
Recommend diversity statements for position postings that describe the District's commitment to diversity, inclusiveness, and belonging initiatives.	●	●	●	●	●	●	●
Explore incentive programs to increase diversity of staff.	●			●			●
Determine methods to leverage communities of belonging as advisors to District leaders.			●	●	●	●	●
Hiring							
Refine our Search Committee procedures for staff positions to increase the speed and agility of the recruitment process.		●	●	●	●	●	●
Enhance mobile-friendly job applications.			●	●	●	●	●
Decrease the number of required fields in the applications and create easier-to read postings that highlight our benefits.		●	●	●	●	●	●

Interns and Student Teachers							
Develop tracking of interns who become employees.			●	●	●	●	●
Provide additional departmental education campaigns around internships.			●	●	●	●	●
Develop close relationships with area college career centers.		●	●	●	●	●	●
Expand Framingham Teacher Residency model.	●	●	●	●	●	●	●
Develop talent pathways through an internship program, fellowship, and jobs for youths in collaboration with internal and external partners.			●	●	●	●	●
Visit all student teachers on a regular basis.		●	●	●	●	●	●
Work with hiring authorities to get school involvement from student teachers.		●	●	●	●	●	●
Analysis							
Determine career events/networks with the best return on investment by measuring the number of hires, word-of-mouth referrals, and attendees.				●	●	●	●
Implement a candidate experience survey to optimize our recruiting strategy and continuously improve our candidate experience.		●	●	●	●	●	●
Measure and improve time to fill for open positions.		●	●	●	●	●	●
Reduce the bureaucracy of the selection process.		●	●	●	●	●	●



Framingham Public Schools

Office of Teaching & Learning Strategic Plan

Office of Student Supports Strategic Plan

2023-2030

INTRODUCTION / OVERVIEW

The Framingham Public Schools (FPS) and all of us within it, represent a learning organization that is committed to improving our practices and assuring students they are valued, loved, and celebrated. The Vision of FPS is to be a place of belonging, where our students, their families, and our staff have voice, participation, and agency. Indeed, we aspire to embrace differences and inspire futures!

Through a comprehensive education, it is our mission to create and empower free-thinking, responsible citizens who can participate equally in our rich and diverse community. In fulfilling our mission, we will hold true to our core values:

- Provide a safe, inclusive, [culturally responsive teaching](#) and learning environment
- Engage antiracist and responsible civic advocates
- Respect diversity of thoughts, learners, culture, and community
- Foster learning and healthy growth of all students and staff
- Ensure every school will be an active, participatory, equitable community

Our instructional framework will help us build a shared set of instructional practices across schools and classrooms and is aligned to our District Curriculum Accommodation Plan, the Framingham Code of Character, Conduct and Support, and Multi-Tiered Systems of Support. By doing so, all our students will receive equitable support so they can succeed in our ever-changing world.

To see up to date progress, [click here for the Office of Teaching & Learning and the Office of Student Supports Strategic Plan 2023-2030 Tracking.](#)

TABLE OF CONTENTS

→ Strategic Priority 1

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

→ Strategic Priority 2

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

→ Strategic Priority 3

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

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 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. Our aim is to support every student by providing language support through the use of academic conversations that deepen their content knowledge and proficiency in expressing their ideas in speaking and writing, while also engaging and responding to new ideas presented in high quality instructional materials.

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		●	●				
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				●	●		
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	●						
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		●	●				
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	●	●	●				
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	●	●					

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		●	●	●			
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	●	●	●	●	●	●	●

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	●	●	●	●	●	●	●
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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	●	●					
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	●	●	●	●	●	●	●
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)						●	
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	●	●	●	●	●	●	●

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	●	●	●	●	●	●	●

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 it 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 AND DEVELOP PARTNERSHIPS TO BENEFIT ALL STUDENTS

We will develop and deepen relationships, partnerships, and collaboration with students, families, staff, and community members in order to ensure a sense of belonging for all, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement, and opportunities that support and reflect our core values.

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	●	●	●	●	●	●	●

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		●	●	●	●		

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.		●					
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							
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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)		●	●	●	●	●	●

STRATEGIC PRIORITY 3: CREATE OPPORTUNITIES FOR EXPANSION AND INNOVATION TO BENEFIT ALL STUDENTS

Through innovation and expansion of programs and operations, we will create opportunities that benefit all students. To achieve this, we will reconfigure Framingham’s in-district school choice for elementary and middle schools, 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, among other opportunities.

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	●	●	●	●	●	●	●

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	●	●	●	●	●	●	●

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		●	●	●	●	●	●

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			●	●	●	●	●



Framingham Public Schools

Office of Teaching & Learning - Early Education

2023-2030 Strategic Plan

INTRODUCTION / OVERVIEW

As our students live in an increasingly globalized world, Framingham Public Schools, in collaboration with families and our community, will ensure that every child grows and thrives in our Early Education Program. Our interdisciplinary, culturally-inclusive curriculum aims for all students to embrace diversity and become a valued member of their school community. Our goal is to support students' growth by building their foundational social-emotional and academic skills through hands-on, play-based, shared learning experiences that foster confident, successful lifelong learners.

TABLE OF CONTENTS

→ [Strategic Priority 1](#)

- ◆ [Goal 1](#)
- ◆ [Goal 2](#)
- ◆ [Goal 3](#)
- ◆ [Goal 4](#)
- ◆ [Goal 5](#)
- ◆ [Goal 6](#)
- ◆ [Goal 7](#)

→ [Strategic Priority 2](#)

- ◆ [Goal 1](#)
- ◆ [Goal 2](#)

→ [Strategic Priority 3](#)

- ◆ [Goal 1](#)
- ◆ [Goal 2](#)

To see up to date progress, [click here for the PreKindergarten Strategic Plan 2023-2030 Tracking.](#)

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 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. Our aim is to support every student by providing language support through the use of academic conversations that deepen their content knowledge and proficiency in expressing their ideas in speaking and writing, while also engaging and responding to new ideas presented in high quality instructional materials.

GOAL 1: 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
Hire and train Pre-K focused Social Emotional and Behavior (SEB) Coach to support Partnerships for Early Learners (PEL) and BLOCKS Preschool	●						
Identify, purchase and implement research-based Social Emotional Learning (SEL) curriculum	●	●	●				
Create, share and model research based, developmentally appropriate Tier II and Tier III interventions	●	●	●	●			
Establish and integrate the Monthly Character Traits with the Social Emotional Learning (SEL) curriculum and shared reading experiences	●	●					
Establish a consistent set of practices that align expectations to the Code of Character, Conduct and Support	●	●	●	●			

Identify and provide training on 3-4 Universal Strategies focused on promotion, prevention and intervention to implement across all sites	●	●	●				
Train, implement and utilize Learning and Life Competencies as part of the planning process for instructional experiences	●	●	●	●			

GOAL 2: 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
Define, and share key terms around curriculum, assessment and instructional materials	●	●					
Establish a Pre-Kindergarten advisory committee to provide feedback for curriculum development decisions	●	●					
Provide professional development to support the focus on Pre-Kindergarten academic and SEL standards and their alignment to K-5 standards	●	●	●	●	●	●	●
Integrate knowledge about the Learning and Life Competencies into the development of interdisciplinary units of instruction	●	●					
Hire a literacy support specialist/coach	●						
Collaborate with the Department of Fine and Performing Arts in curriculum resources and staffing to support Pre-K expansion efforts	●	●	●	●	●	●	●
Adopt interdisciplinary, culturally-responsive curriculum units of instruction that integrate academic and social-emotional standards		●	●				
Align and purchase materials to support the units of				●			

instruction							
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GOAL 3: *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
Pre-K Advisory Committee determines and documents purpose, policies, and procedures around screening in Pre-K/K	●	●	●	●	●	●	●
Implement a Kindergarten screening tool	●	●	●	●	●	●	●
Adopt a screening tool to be administered at the start of Pre-K to determine a developmental baseline for students		●					
Provide professional development in administering screening tools and using data to support students' needs		●	●				
Administer the Pre-K screening tool for all incoming Pre-K students			●	●	●	●	●
Early adopt the Ages and Stages Questionnaire (ASQ) and Ages and Stages-Social Emotional (ASQ-SE) parent questionnaire upon enrollment with select sites as required by the Commonwealth Preschool Partnership Initiative (CPPI) grant funding	●	●					
Require all families enrolled in FPS Pre-K to complete the ASQ and ASQ-SE parent questionnaire upon enrollment			●	●	●	●	●
Create a set of procedures to engage families in results of screeners and parent questionnaire			●	●			
Create a set of procedures to analyze data from			●	●	●	●	

screening tools to meet the needs of individual students							
Determine home language and provide language screening for entering Pre-K and K students	●	●	●	●	●	●	●
Consistently engage families in results of screeners and parent questionnaires					●	●	●
Consistently use a set of procedures to analyze data from screening tools to meet the needs of individual students					●	●	●

GOAL 4: Implement a set procedures and assessments tools to monitor students progress towards mastering Pre-K standards.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Seek input from Pre-K Advisory Committee during monthly meetings	●	●	●	●	●	●	●
Early adopt and administer assessments resources to be administered two times a year to determine progress towards mastering Pre-K standards with select sites	●						
All Pre-K sites adopt and administer assessment resources to be administered two times a year to determine progress towards mastering Pre-K standards		●	●	●	●	●	●
Provide professional development in administering assessment resources and using data to support students needs, including calibrating assessing student work	●	●	●	●	●	●	●
Create classroom observation tool that captures a student’s progress towards mastering standards (APL, SEL and Academics)			●	●	●	●	●
Create and revise the Multi-Tiered System of Supports (MTSS) system to provide Tier II and Tier III interventions for identified students		●	●	●	●	●	●

Establish, align, and implement a set of routines and resources for teachers to monitor students progress towards mastering standards				●	●	●	●
Establish, align, and implement a standardized progress report to communicate student's mastery of standards to families and caregivers				●	●	●	●
Establish, align, and implement a set of routines to engage families in supporting their student's growth and development				●	●	●	●

GOAL 5: *Extend dual language programming options in Spanish and Portuguese within our Pre-K program.*

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Determine timeline and process to convert current Spanish immersion Pre-K classrooms to dual language	●	●					
Determine which Pre-K sites will include dual language programming in Spanish and Portuguese			●	●			
Convert current Spanish immersion Pre-K classrooms to dual language			●	●			
Create structures and procedures to place students in Dual Language (DL) classrooms at the Pre-K level		●	●	●			
Determine curriculum, language allocation, and scope and sequence for dual language programming		●	●	●			

GOAL 6: *Build instructional capacity in Pre-K classrooms to develop students' language acquisition*

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Identify and communicate a shared set of instructional practices that support language development in Pre-K for emergent bilinguals	●	●	●	●	●	●	●

Develop a print rich environment for emergent bilinguals	●	●	●	●	●	●	●
Build systems of professional development for Pre-K teachers so they may provide appropriate language development in Pre-K classrooms for emergent bilinguals	●	●	●	●			
Review enrollment of emergent bilingual students and programming and determine staffing needs to support the growth and development of students across all sites	●	●	●	●	●	●	●
Train teachers to understand students' current English language proficiency level (determined by the screener) and what kind of responses and growth in English are appropriate based on their language proficiency	●	●	●	●	●	●	●
Train teachers to understand students' current home language proficiency level (as determined by the language screener) and how it interacts with their English language proficiency level to create a rich, linguistic repertoire	●	●	●				
Integrate language development explicitly, including language objectives, into Pre-K curriculum, scope and sequence, and instruction				●	●	●	
Create classroom observation tool that captures a student's progress towards mastering standards (APL - Approaches to Play and Learning, SEL- Social Emotional Learning, and Academics)			●	●	●	●	●

GOAL 7: Ensure all Pre-K 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
Create a working committee, co-chaired by the Early Education Manager and the Director of Special Education that meets monthly to assess and establish action steps that support Pre-K students with disabilities at all Pre-K	●	●					

centers							
The working committee creates and implements action plan to ensure all Pre-K students with disabilities receive their services in the least restrictive environment in a school day setting	●	●	●				
The working committee monitors action plan to ensure all Pre-K students with disabilities receive their services in the least restrictive environment in a school day setting	●	●	●				
To the greatest extent possible, ensure Pre-K students with disabilities receive services at their primary Pre-K site	●	●	●	●	●	●	
Assess current screening practices and create a screening plan to ensure all students with disabilities access appropriate services	●	●	●				
Ensure a consistent and coherent approach to providing services to students with disabilities across Pre-K centers	●	●	●	●	●	●	●
Develop a plan to assist in building capacity at community partner programs for students with disabilities	●	●	●	●	●	●	●
Provide professional development to support strategies in working with students with disabilities and co-teaching in Pre-K classrooms	●	●	●	●	●	●	●

STRATEGIC PRIORITY 2: DEEPEN RELATIONSHIPS AND DEVELOP PARTNERSHIPS TO BENEFIT ALL STUDENTS

We will develop and deepen relationships, partnerships, and collaboration with students, families, staff, and community members in order to ensure a sense of belonging for all, particularly for historically marginalized subgroups. To achieve this, we will create and expand engagement, and opportunities that support and reflect our core values.

GOAL 1: *Create systems and structures to help families access wraparound services in Framingham.*

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Hire a Pre-K Wraparound Coordinator to support Partnerships for Early Learners (PEL) and BLOCKS Preschool	●						
Utilize Wraparound Coordinator to support families with community resources ex health care, immunizations, food & clothing, housing	●	●	●	●	●	●	●
Utilize the Pre-K Social Emotional Behavior coach to support students and families	●	●	●	●	●	●	●
Revise and disseminate early childhood family handbook that outline procedures, policies and resources for families	●	●	●	●	●	●	●
Update the Pre-K page on the district website to include community resources and information	●						
Create an accessible resource for families to access community resources	●	●					

GOAL 2: Create positive partnerships with families characterized by two-way communication.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Plan and coordinate family engagement events across Pre-K centers and classrooms, including parent-teacher conferences, open houses, curriculum nights etc.	●	●	●	●	●	●	●
Schedule and coordinate transition meetings for identified students and families from Pre-K to Kindergarten	●	●	●	●	●	●	●
Create a Partnerships for Early Learners(PEL) Parent Advisory Group to engage Pre-K caregivers	●						
Require all families enrolled in FPS Pre-K to complete the ASQ and ASQ-SE parent questionnaire upon		●	●	●	●	●	●

enrollment							
Create a set of procedures to engage families in results of screeners and caregiver questionnaires		●	●	●	●	●	●

STRATEGIC PRIORITY 3: CREATE OPPORTUNITIES FOR EXPANSION AND INNOVATION TO BENEFIT ALL STUDENTS

Through innovation and expansion of programs and operations, we will create opportunities that benefit all students. To achieve this, we will reconfigure Framingham’s in-district school choice for elementary and middle schools, 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, among other opportunities.

GOAL 1: *Close the opportunity gap by collaborating with high quality early childhood community partner programs to provide early learning opportunities to Pre-K children who may otherwise not have access.*

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Utilize CPPI grant funding to support Pre-K expansion	●	●					
Expand programming to Loving Nest (third site) adding 35 additional seats for Pre-K students	●						
Offer 106 Pre-K seats in Partnerships for Early Learners (PEL) community programs to reduce the opportunity gap	●						
Explore the opportunity to add additional sites to Partnerships for Early Learners (PEL) including the use of existing buildings and new structures within FPS	●	●	●	●	●	●	●
Support Pre-K centers in hiring teachers and administrators who provide windows and mirrors for our students in language, cultural background, and appearance	●	●	●	●	●	●	●

GOAL 2: Offer Universal Pre-K to all 4 year olds (year before Kindergarten) living in Framingham.

	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Utilize the Pre-K Advisory committee and the Directors of Special Education and Multilingual Education to transition to Pre-K school day programming at BLOCKS	●						
Develop and plan for tuition free enrollment at BLOCKS Preschool	●						
Engage with the School Building Committee on the development of the Educational Program in an advisory capacity	●	●	●	●	●	●	●
Offer all 4 year olds the year before entering Kindergarten the opportunity to attend Pre-K							●
Convene with District Leadership about a plan for extended day options for students							●
Create Framingham State University/Framingham Public Schools opportunity for upperclassmen to obtain college credit for early childhood coursework	●	●					