FRANKLIN PUBLIC SCHOOLS

DISTRICT IMPROVEMENT PLAN
2026-27

Strategic Framework for Student Success

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EXECUTIVE SUMMARY

The 2026-27 District & School Improvement Plan reflects our belief that public education is still a source of optimism and opportunity. Despite the fiscal constraints facing Franklin, the Franklin Public Schools remain committed to building a thriving, inclusive, and future-ready district.

This year's plan reinforces four strategic objectives that are driving our system-wide transformation:

🔗 Strengthen School Community & Team Collaboration
🧩 Build Coherent Systems & Structures
📏 Align Instructional Practices
📣 Enhance Communication

This year marks the second year of our PreK–8 reconfiguration. Where last year's work was about opening our reconfigured schools, this year's work is about making them run well: consistent instructional practice across our complexes, a common MTSS framework at every level, and communication systems that families can rely on.

These objectives anchor the collective efforts of our schools and departments. The plan represents a unified approach to improvement, blending academic innovation, operational discipline, and inclusive culture-building. As Superintendent, I recognize that the full realization of these goals will take time, persistence, and adaptability. However, this plan positions us to make steady, measurable progress. It reflects the deep commitment of our educators, leaders, and community partners to ensure that every student in Franklin is known, supported, and challenged to succeed. We will continue to optimize our resources, engage in transparent planning, and focus on what matters most: the success and well-being of our students.

Progress against this plan will be reported to the School Committee at mid-year and again at the end of the year using the success criteria established in each goal.

Respectfully,

Lucas Giguere

Lucas Giguere
Superintendent
Franklin Public Schools

> ***This plan serves as the roadmap for continuous improvement across Franklin Public Schools. It guides school planning, informs professional development, and helps track progress toward shared goals.***

GUIDING PRINCIPLES

VISION

The Franklin Public Schools (FPS) will foster within its students the essential knowledge and skills defined by the FPS *Portrait of a Graduate*:

- Confident and self-aware individual
- Empathetic and productive citizen
- Curious and creative thinker
- Effective communicator and collaborator
- Reflective and innovative problem-solver

CORE VALUES

FPS is committed to:

- The Social-Emotional Development of Students
- A Safe and Inclusive School Culture
- Setting High Expectations for Student Success
- Creating a Collaborative Community

THEORY OF ACTION

IF we:

- Nurture a safe, supportive, inclusive, and collaborative learning environment
- Provide students with a rigorous curriculum and exemplary instructional practices that support and challenge all learners.
- Engage the community in effective two-way communication to support student learning.

THEN each Franklin student will develop the social-emotional, academic, and career skills needed to thrive in an ever-changing world.

TIMELINE

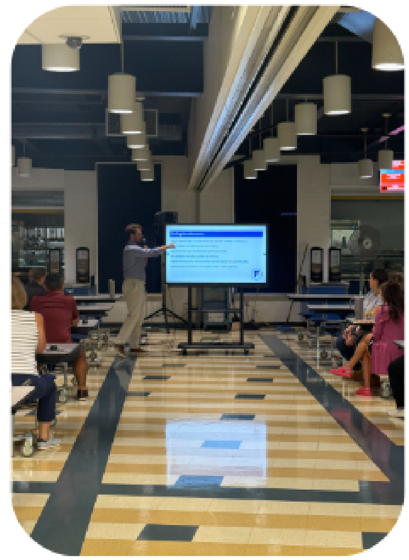
Year	Spring	Summer	Fall	Winter
2021	Conclude year-Summer	Retreat-Develop DIP and SIPs	Finalize DIPS, SIPS, and PD Plans	
2022	Pretreat-Discuss high-level goals	Retreat-Finalize the DIP and develop level-based SIPS	Finalize SIPS and PD Plans Present Plans for SC Approval	
2023	Pretreat-Review DIP and level-based SIPs	Summer Work Groups Retreat-Finalize DIPS, SIPS & PD Plan	Present Plans for SC Approval	Mid-year reflection and progress monitoring
2024	Pretreat-Discuss high-level goals and PL Plan	Schedule building, hiring, etc. Retreat-Review and finalize DIPS, SIPS & PD Plan	Present Plans for SC Approval	Mid-year reflection and progress monitoring
2025	Pretreat-Discuss high-level goals and PL Plan	Schedule building, hiring, etc. Retreat-Finalize DIPS, SIPS & PL Plan	Present Plan for SC Approval	Mid-year Update and progress monitoring
2026	Pretreat-Discuss high-level goals and PL Plan	Schedule building, hiring, etc. Retreat-Finalize DIPS, SIPS & PL Plan	Present Plan for SC Approval	Mid-year Update and progress monitoring

2026-27 monitoring dates: Fall data meetings (October), Mid-Year Progress Review with district and school leadership (January), Mid-Year Report to School Committee (February), Spring data meetings (April), End-of-Year Reflection (June).

STRATEGIC OBJECTIVES

1 🔗 STRENGTHEN SCHOOL COMMUNITY AND TEAM COLLABORATION

“Create environments where everyone feels they belong, trust is built, and we work together toward shared goals.”



Build strong relationships and foster inclusive, supportive spaces where all students, staff, and families feel seen, connected, and valued.

Collaborative, connected school communities are foundational for student success. Strengthening these connections cultivates a sense of purpose, safety, and engagement, particularly during significant transitions, such as the FPS district reorganization.

Schools thrive when:

1. Teams work together toward a shared goal
2. Students feel seen and supported
3. Staff are empowered to teach and lead

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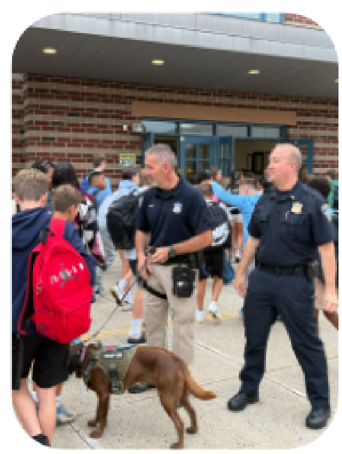
2 🧩 BUILD COHERENT SYSTEMS AND STRUCTURES

“Establish predictable, transparent, and streamlined systems that promote efficiency, accountability, and continuous improvement across all operational, instructional, and student support areas.”



Clarity in systems and structures allows schools to operate efficiently and equitably. As FPS enters year 2 of our PreK–8 reconfiguration and advances district-wide MTSS, special education, and budgeting processes, it is essential that we understand and consistently align our practices.

Systems thrive when:

1. Educators are enabled to focus on teaching and learning
2. Resources are allocated equitably and aligned with instructional priorities.
3. Routines and procedures are clear and predictable across paired campuses

3 📏 ALIGN INSTRUCTIONAL PRACTICES

"Ensure high-quality, inclusive, and universally designed instruction across all schools and grade levels by using data to inform teaching, aligning with state standards, and calibrating expectations to support equitable outcomes for all students."

Student learning improves when instructional practices are coherent, inclusive, and grounded in shared expectations.

Through a continued emphasis on Universal Design for Learning (UDL), and more intentional collaborative planning, FPS is strengthening the alignment between curriculum, instruction, and assessment to meet the diverse needs of all learners, particularly students with disabilities and those from historically underserved groups.

Students thrive when:

1. Instruction is universally designed, standards-aligned, and adapted to meet the needs of diverse learners.
2. Educators use meaningful student data to drive planning, monitor progress, and adjust instruction.
3. Professional learning, collaboration, and feedback cycles support continuous instructional improvement.

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4 📣 ENHANCE COMMUNICATION

"Share clear, timely, transparent communication throughout the district to foster trust, ensure a shared understanding, and support effective decision-making at every level."

In an evolving educational landscape paired with the significant FPS district reorganization, clear and consistent communication is essential. From classrooms to district offices, strengthening how information is shared and received builds stakeholder confidence, enhances collaboration, and supports family engagement in student success.

Communities thrive when:

1. Messages are accessible, inclusive, and responsive to the needs of students, families, and staff.
2. Two-way communication structures invite voice, feedback, and partnership across roles.
3. Communication systems are streamlined, proactive, and consistently implemented across platforms.

GOAL ALIGNMENT

	1 🔗 **Strengthen School Community and Team Collaboration**	2 🧩 **Build Coherent Systems and Structures**	3 📏 **Align Instructional Practices**	4 📣 **Enhance Communication**
PreK	Strengthen one-school culture across both campuses through consistent communication, transparent decision-making, and shared collaboration	Develop and pilot a developmentally appropriate PreK–1 literacy intervention framework	Strengthen consistent instructional practice through shared curriculum agreements, common assessment, and teacher leadership	Maintain predictable communication systems and the ECDC Resource Page as the primary hub across both sites
K–2	Strengthen a culture of belonging through professional collaboration, family partnership, and student engagement	Strengthen MTSS implementation with clear staff processes and family understanding of tiered supports	Align instructional practice through calibrated walkthroughs and consistent use of curriculum materials	Develop and share family learning opportunities spotlighting curriculum, instruction, and assessment
3–5	Strengthen belonging and partnership among students, staff, and families, including closing gaps for lowest-reporting student groups	Strengthen consistency and effectiveness of prioritized schoolwide systems, including attendance and student support	Strengthen universally designed Tier 1 instruction through collaborative inquiry cycles and data-driven planning	Implement a clear, timely, accessible, two-way communication system for staff and families
6–8	Develop and implement a shared set of FMS core values creating common language and belonging	Establish consistent MTSS teaming structures across all grade levels and staff roles	Strengthen inclusive practice through shared executive function supports aligned across teams and grades	Build a two-way communication system that keeps staff and families informed and invites feedback
9–12	Implement the standardized Homebase model for the WIN Block to strengthen student-adult relationships	Complete the NEASC self-reflection report in preparation for the Fall 2027 collaborative conference	Year 2 of 3: implement and monitor calibrated department grading policies and establish a disaggregated equity baseline	Expand use of the Panthers App to increase engagement across athletics, clubs, and school life

Departments select the strategic objectives most relevant to their function; schools address all four.

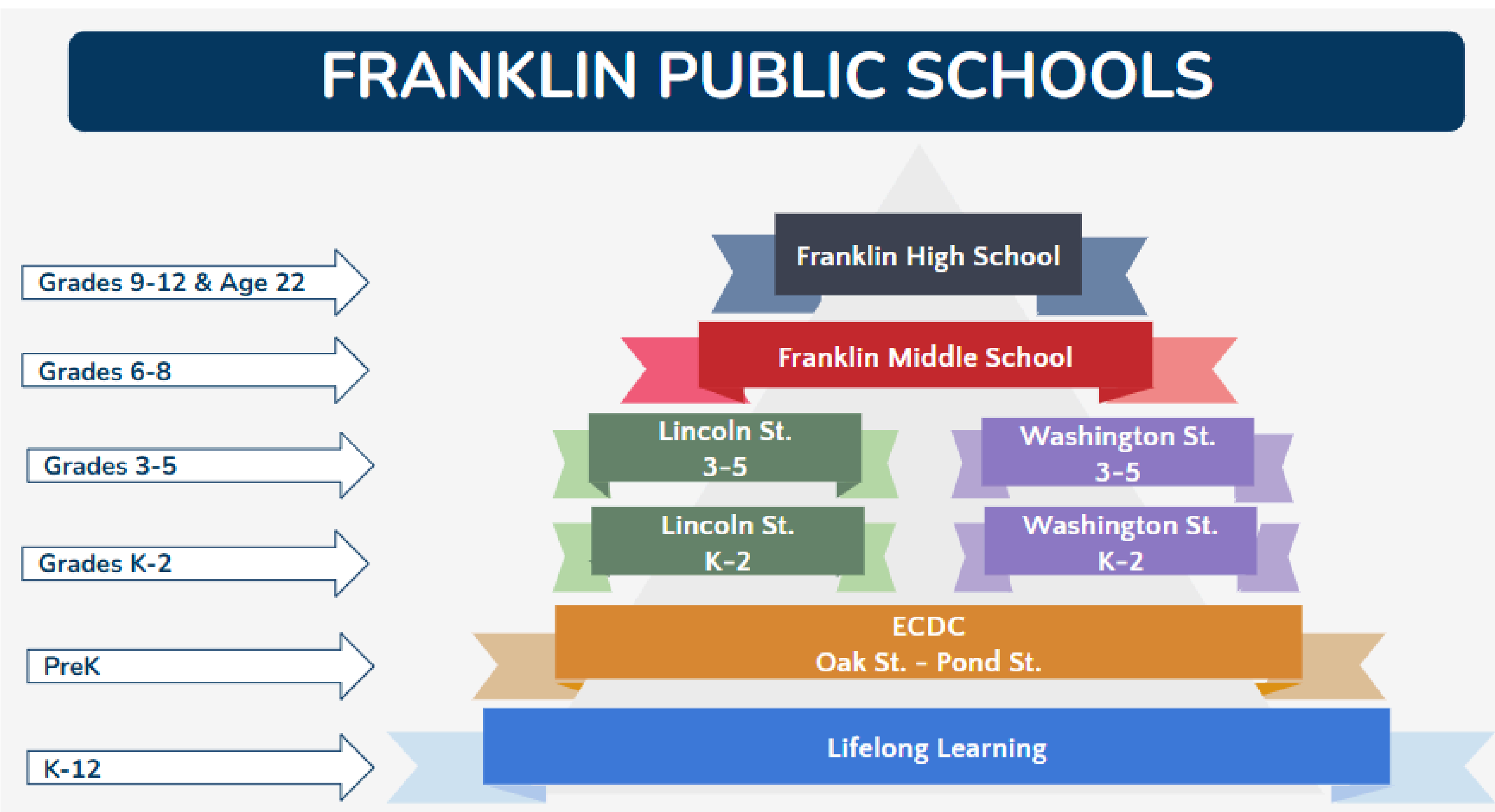
> ***Our schools have aligned their School Improvement Plans to the district's four strategic objectives. While each level maintains distinct needs, several shared themes emerged in support of student growth, instructional coherence, and community partnership.***

STRUCTURAL ALIGNMENT

> ***District Improvement Plans and School Improvement Plans are consolidated into a single comprehensive plan for greater coherence and alignment.***

District Strategic Objectives

Department Improvement Goals	School Improvement Goals
Office of Teaching and Learning Office of Student Services Business and Finance Human Resources Lifelong Learning Operations Technology	Pre-Kindergarten Elementary K-2 Elementary 3-5 Middle School 6-8 High School 9-12 (age 22)



MID-YEAR PROGRESS MONITORING AND FEEDBACK

> ***School and district leaders will review this plan mid-year during leadership meetings, administrative workshops, and school data team reviews. Progress will be assessed using evidence and success criteria, with adjustments made as necessary.***

Monitoring cycle. Progress against this plan is reviewed on a defined schedule:

When	What	Who
October	Fall level-based data meetings; baseline confirmation for all success criteria	MTSS leadership teams, building administrators
January	Mid-Year Progress Review — every goal assigned a status	District leadership team, building administrators
February	Mid-Year Report to School Committee	Superintendent and Team
April	Spring level-based data meetings	MTSS leadership teams, building administrators
June	End-of-Year Reflection; findings inform 2027-28 planning	District leadership team

GLOSSARY OF TERMS

ASBO – Association of School Business Officials
CPT – Common Planning Time
EEC – Massachusetts Department of Early Education and Care
IEP – Individualized Education Program
ILT – Instructional Leadership Team
iReady – Districtwide diagnostic and growth assessment used in Grades K–8
MTSS – Multi-Tiered System of Supports
MUNIS – The district's financial management software system
NEASC – New England Association of Schools and Colleges (high school accreditation)
OPM – Owner's Project Manager
Panorama – Platform used for student data, surveys, and MTSS documentation
SDI – Specially Designed Instruction
SEL – Social-Emotional Learning
UDL – Universal Design for Learning
WIN – "What I Need" — the Franklin High School flexible support block

DISTRICT DEPARTMENT IMPROVEMENT PLANS

The following section outlines Franklin Public Schools' districtwide priorities for 2026-27, anchored in our four strategic objectives.

This unified plan represents the collective work of the Office of Teaching & Learning, Student Services, Human Resources, Lifelong Learning, Operations, Technology, and Finance, aligning instruction, systems, and engagement efforts to support student success in our schools.

OFFICE OF TEACHING AND LEARNING

Strategic Objective 🔗 COMMUNITY	**Goal** **Design and implement a coherent districtwide professional learning system that clarifies the purpose, structure, leadership, communication, and continuous improvement processes for professional learning across all schools and teams.**
Person(s) Responsible	Office of Teaching and Learning
Success Criteria	• At least 75% of staff will report that professional learning topics are clearly connected to district priorities, school needs, educator feedback, student data, or curriculum implementation needs. • Session feedback data will show that at least 80% of participants feel the professional learning was responsive to educator needs. • Attendance data will show sustained participation rates of at least 95% for half-day professional learning sessions. • Participation in optional professional learning offerings, including the Franklin Learning Institute, will increase from 24 participants in 2025-26 to at least 50 participants in 2026-27.

Action Steps	Evidence of Outcomes
• Make the system visible by creating a centralized professional learning website • Continue to prioritize high-need offerings within the Franklin Learning Institute (e.g., courses, book study) • Create consistent opportunities for staff to provide input into professional learning topics, formats, and priorities • Create and implement a district professional learning plan that clearly communicates roles, responsibilities, and expectations for planning, supporting, and facilitating professional learning • Develop a regular process for collecting and reviewing data, including attendance, session feedback, walkthroughs, and effectiveness/quality of professional learning	• Professional learning plan • Franklin Learning Institute catalog • Newsletters • Data (survey, attendance, participation)

Strategic Objective 🧩 SYSTEMS	**Goal** **Deepen and sustain the district-wide MTSS framework by ensuring consistent implementation across all levels (PreK–12) and establishing regular data review cycles that inform tiered supports and continuous improvement.**
Person(s) Responsible	Office of Teaching and Learning
Success Criteria	• 100% of levels (PreK, K–2, 3–5, 6–8, 9–12) will implement MTSS practices aligned to the district framework, as evidenced by teaming structures and meeting artifacts. • Convene two district-wide MTSS data meetings per year to evaluate cross-level trends, monitor framework implementation, and calibrate practices across levels. • 100% of levels (PreK, K-2, 3-5, 6-8, 9-12) will conduct two level-based data meetings per year (fall and spring) with each level's MTSS leadership team to analyze student data, assess tiered supports, and identify action steps. • MTSS Leadership Team survey responses in the Leadership, Teams, Systems domain will increase to 95% favorable responses.

Action Steps	Evidence of Outcomes
• Support each level (PreK, K–2, 3–5, 6–8, 9–12) in establishing consistent teaming structures and documenting meeting protocols/agendas aligned with the district MTSS framework. • Facilitate district-wide and level-based MTSS data meetings to analyze student data, tiered supports, and document action steps. • MTSS leadership teams complete MTSS Administrator Survey through Panorama	• MTSS Framework • MTSS implementation survey data

Strategic Objective INSTRUCTION	Goal **Align instructional practices with shared agreements within and across classrooms, grades, and schools through calibrated observations and feedback, and consistent use of curriculum materials**
Person(s) Responsible	Office of Teaching and Learning
Success Criteria	● 90% of observed classrooms will demonstrate implementation of agreed-upon instructional practices, use of curriculum materials as intended, and instructional pacing aligned to the curriculum's suggested scope and sequence. ● Participation rate of at least 95% by school and district leaders engaging in walk-throughs to calibrate best teaching practices and curriculum implementation ● 100% of K-8 students will reach their Typical growth and 25% will meet/exceed their Stretch growth on i-Ready

Action Steps	Evidence of Outcomes
● Develop a district walkthrough tool aligned to the instructional framework and curriculum expectations ● Schedule school walkthroughs involving appropriate stakeholders ● Facilitate calibration sessions following each walkthrough to analyze evidence, discuss instructional trends, and ensure consistent expectations ● Allocate collaborative planning time for focus areas ● Leverage coaching opportunities to support individual growth ● Develop **protocols** focused on curriculum implementation, instructional planning, formative assessment, and student work analysis	● Walkthrough tools, schedules, and agendas ● Meeting agendas, notes, and action items ● Increased consistency in observation data across school ● Increased consistency in HMH writing components usage ● Increased usage/analysis of performance tasks in 3-5 science

Strategic Objective COMMUNICATION	Goal **Design and implement a communication strategy spanning internal (staff, leadership) and external (families, community) audiences that strengthens coherence and transparency in curriculum, assessment, instruction, and professional learning, and clarifies how progress on these initiatives is shared and understood.**
Person(s) Responsible	Office of Teaching and Learning
Success Criteria	● At least 75% of staff will report knowing where to find current information about district initiatives ● At least 75% of staff will report that updates on initiative progress are communicated on a predictable, regular schedule. ● At least 90% of MTSS leadership team members will report that messaging on curriculum, assessment, and instruction is consistent and aligned across levels and departments. ● At least 75% of family respondents will report understanding how to access information about the district's key improvement initiatives related to curriculum, instruction, and student support

Action Steps	Evidence of Outcomes
● Continue publishing the monthly OTL newsletter for staff and leadership, refining content and format in response to staff feedback gathered during the 2025–26 school year. ● Recommend monthly professional learning opportunities aligned with district needs/educator input. ● Develop and launch the OTL website as a central, always-current communication hub for curriculum, assessment, and professional learning information. ● Publish a family-facing OTL newsletter three times per year (fall, winter, spring) that translates district instructional priorities into accessible, family-friendly language. ● Establish a simple annual feedback cycle (e.g., a brief spring poll to staff and families) to assess whether communications are clear, useful, and reaching intended audiences	● Surveys (staff, administrators, families) ● OTL website, newsletter

OFFICE OF STUDENT SERVICES

Strategic Objective 📏 **INSTRUCTION**	**Goal** **Align instructional practices, specially designed instruction (SDI), and individual student support with shared agreements across learning environments through calibrated observations, targeted feedback, and the consistent use of curriculum materials.**
Person(s) Responsible	Office of Student Services
Success Criteria	● At least 80% of observed classrooms demonstrate consistent implementation of agreed-upon Specially Designed Instruction (SDI) strategies and curriculum materials as intended. ● At least 95% of school and district administrators participate in joint learning walks/walkthroughs to establish and maintain observation calibration. ● Special educators will receive targeted, actionable feedback following at least two calibrated observations or walkthroughs.

Action Steps	Evidence of Outcomes
● Develop a district walkthrough tool aligned to the instructional practices expected instructional practices, specially designed instruction and expected individual supports. ● Schedule school walkthroughs involving appropriate stakeholders ● Facilitate calibration sessions following each walkthrough to analyze evidence, discuss instructional trends, and ensure consistent expectations ● Allocate collaborative planning time for focus areas ● Leverage coaching opportunities to support individual growth	● Walkthrough tools, schedules, and agendas ● Meeting agendas, notes, and action items ● Increased consistency in observation data across schools

Strategic Objective 🧩 **SYSTEMS**	**Goal** **Establish standard operating procedures (SOPs) for the implementation of updated state guidelines regarding Emergency Seclusion and Time-Out, ensuring student safety, legal compliance, and consistent district-wide practices through comprehensive staff training, transparent communication, and data-driven progress monitoring**
Person(s) Responsible	Office of Student Services
Success Criteria	● 100% of district administrators and school-based staff complete mandatory training on the updated Emergency Seclusion and Time-Out guidelines and reporting protocols by specified deadlines. ● 100% of Emergency Seclusion and Time-Out incidents are logged, reported in the Behavior Incident Report, and shared with parents/guardians within state timelines (verbal within 24 hours, written within 3 school days). ● Monthly reviews of Emergency Seclusion and Time-Out data are conducted by the Office of Student Services and building leadership team to monitor district-wide patterns, identify support needs, and refine behavioral support protocols.

Action Steps	Evidence of Outcomes
● Train administrators at Admin Retreat ● Train staff and faculty during mandated training/faculty meeting ● Develop Parent Notification forms for any instance of Emergency Seclusion or Time-Out. ● Review, update, and share streamlined Emergency Seclusion and Time-Out tracking logs across all school buildings ● Establish a system and protocol for Office of Student Services and building administrators to analyze monthly Emergency Seclusion data, tracking trends, duration, and underlying behavior patterns.	● Agendas, presentation, and attendance logs ● Finalized Parent Notification forms ● Emergency Seclusion and Time-Out tracking logs ● Monthly data review summaries, meeting notes, and action plans for targeted behavioral supports

BUSINESS AND FINANCE

Strategic Objective 🧩 SYSTEMS	Goal **Develop comprehensive internal and external Business and Finance Standard Operating Procedures (SOPs) to improve consistency, transparency, efficiency, and compliance across all financial operations.**
Person(s) Responsible	Office of Business and Finance
Success Criteria	• Provide training to all administrators and Business Office staff on the new SOPs and financial procedures. • Reduce routine procedural questions and process inconsistencies by establishing a centralized reference manual for all users. • Create written instructions for commonly requested MUNIS reports, including step-by-step guidance and screenshots where appropriate that are easy and clear to follow. • Collect staff feedback following implementation of the manual and receive at least 85% positive feedback on its user-friendliness, organization, and clarity of instructions.

Action Steps	Evidence of Outcomes
• Create an internal Business Office SOP manual documenting procedures for budgeting, accounts payable, purchasing, payroll coordination, grants, journal entries, reconciliations, and financial reporting. • Develop an external SOP manual for district administrators outlining business office processes, timelines, purchasing procedures, report requests, budget management, and financial responsibilities. • Include step-by-step instructions for commonly used MUNIS reports and other financial systems to promote self-service and consistency. • Publish the manuals electronically and provide training to administrators and Business Office staff prior to implementation.	• Internal Business Office SOP manual (published electronically) • External SOP manual for district administrators • MUNIS report instruction guides with screenshots • Training agendas, materials, and attendance rosters • Staff feedback survey results (85%).

Strategic Objective 🧩 SYSTEMS	Goal **Redesign the District's annual budget book to align with ASBO (Association of School Business Officials) standards.**
Person(s) Responsible	Office of Business and Finance
Success Criteria	• Collect feedback from administrators after the budget process and achieve at least 85% positive feedback regarding the budget book's clarity and usability. • Present a budget book that reflects ASBO best practices for transparency, consistency, and decision-making. • Receive the ASBO Meritorious Budget Award for providing a budget book that meets the national best practices standards for fiscal transparency and planning.

Action Steps	Evidence of Outcomes
• Review the current budget book against ASBO guidelines. • Develop a standardized budget book with consistent formats, assumptions, narratives, and financial reporting. • Incorporate improved forecasting tools, expenditure and revenue tracking, and supporting documentation. • Implement the revised budget book for the FY28 budget development process and obtain feedback from district administrators for continuous improvement.	• ASBO gap analysis of the current budget book • Redesigned FY28 budget book • ASBO Meritorious Budget Award application and submission confirmation • Administrator feedback survey results • School Committee budget presentation materials

HUMAN RESOURCES

Strategic Objective 🧩 SYSTEMS	**Goal** **Implement a districtwide electronic absence management system for all employees to standardize absence requests, approvals, leave tracking, substitute management, and reporting.**
Person(s) Responsible	Human Resources Department
Success Criteria	• A districtwide electronic absence management system is implemented for all employee groups by December 2027. • 100% of employee absences are submitted and processed electronically. • Administrators have access to accurate, real-time absence and leave reports. • Manual paper absence requests and duplicate data entry are eliminated.

Action Steps	Evidence of Outcomes
• Evaluate the functionality of the district's existing absence management system with the IT Department. • Determine how substitute management will integrate with employee absence management workflows. • Identify system requirements based on HR, Payroll, and administrator needs. • If necessary, evaluate external absence management solutions. • Select the preferred solution and develop an implementation timeline. • Train administrators and employees prior to implementation.	• Current-state system evaluation summary (HR/IT) • Documented system requirements • Vendor evaluation matrix, if external solutions are reviewed • Selected solution and written implementation timeline • Training materials and attendance rosters • Sample real-time absence and leave reports

Strategic Objective 🧩 SYSTEMS	**Goal** **Conduct a comprehensive evaluation of recruitment and onboarding workflow platforms and recommend a solution that improves hiring efficiency, candidate experience, onboarding, and integration with district systems.**
Person(s) Responsible	Human Resources Department
Success Criteria	• A comprehensive assessment of current recruitment and onboarding processes is completed. • Administrator and stakeholder feedback is collected and analyzed. • Recruitment and onboarding platforms are evaluated using standardized criteria. • A recommendation and implementation plan are presented to district leadership by April 2027.

Action Steps	Evidence of Outcomes
• Document the current recruitment and onboarding processes to identify inefficiencies and opportunities for improvement. • Survey administrators and hiring managers to identify desired features and functionality. • Research available recruitment and onboarding platforms. • Evaluate platforms using standardized criteria including functionality, integration capabilities, user experience, security, customer support, implementation requirements, and cost. • Meet with vendors to review demonstrations and ask implementation questions. • Develop a recommendation, including implementation timeline, estimated costs, and expected benefits. • If approved, begin implementation planning.	• Current-state process map for recruitment and onboarding • Administrator and hiring manager survey results • Platform evaluation matrix using standardized criteria • Written recommendation with timeline, costs, and expected benefits

LIFELONG LEARNING

Strategic Objective 🧩 SYSTEMS	**Goal 1: LITTLE SOLUTIONS TODDLER CHILD CARE PROGRAM, POND STREET** **Complete all regulatory, facility, staffing, and enrollment preparation required to open the Pond Street toddler program in fall 2027.**
Person(s) Responsible	Director of Lifelong Learning Department and Lifelong Learning Department
Success Criteria	• The program opens on its scheduled date with EEC best practice, building is ready for operation, and 100 percent of budgeted positions filled by staff who have completed 25 hours of onboarding before their first day with children. • Enrollment reaches 6 of 9 children per day, 66 percent of capacity, by November 1 of the opening year and stays within 10 percentage points of that target through the end of the program year. • The program recovers 100 percent of direct operating costs through the revolving fund, and at least 85 percent of responding families rate overall satisfaction as satisfied or very satisfied on a survey with a 50 percent or better response rate.

Action Steps	Evidence of Outcomes
• Obtain written confirmation from EEC exemption for the Pond Street toddler space and complete the facility is ready for operation, background record checks, and health and safety approvals. • Hire staff sufficient to maintain required toddler ratios, deliver 25 hours of onboarding and professional development before opening. • Publish the fee schedule, handbook, and registration window, then review enrollment, waitlist, and revolving fund performance monthly.	• Capacity: 9 children per day. Open and fully operational by fall 2027. • EEC license exempt status and building is ready for operation before opening day, and the program opens on the scheduled date with all positions filled and training rosters at 100 percent. • Monthly enrollment report shows 6 of 9 seats filled by November 1 and sustained through the year, with staffing audits confirming required ratios at all times. • Year-end revolving fund report shows full recovery of direct operating costs, and the family survey returns 85 percent or better satisfaction.

Strategic Objective 🧩 SYSTEMS	**Goal 2: LITTLE SOLUTIONS ECDC WRAPAROUND CHILD CARE PROGRAM, POND STREET** **Open and operate a wraparound child care program at Pond Street that extends the ECDC day and provides seamless, high-quality care for enrolled children and their families.**
Person(s) Responsible	Director of Lifelong Learning and Lifelong Learning Department
Success Criteria	• The program opens on its scheduled date with EEC written license exemption determination on file, and 100 percent of budgeted positions filled by staff who have completed 25 hours of onboarding before their first day with children. • Enrollment reaches 100 percent of capacity by November 1, 2026 and stays within 10 percentage points of that target through June 2027. • One hundred percent of enrolled children move between the ECDC school day and wraparound care under a documented transition protocol with no gaps in supervision, and at least 85 percent of responding families rate overall satisfaction as satisfied or very satisfied.

Action Steps	Evidence of Outcomes
• Obtain written confirmation from EEC exemption and the building is ready for operation , background record checks, and facility approvals. • Build daily wraparound schedules and a written transition protocol with the ECDC principals, and train all staff on that protocol as part of 25 hours of onboarding before opening. • Manage registration with placement confirmed within ten business days, and review enrollment and revolving fund performance monthly.	• Capacity: 12 children per day . Open and fully operational by October 1, 2026. • Written EEC exemption and building is ready for operation before opening, and the program opens on schedule with all positions filled. • Documented transition protocol in daily use, with monthly attendance and staffing audits showing no supervision gaps and required ratios maintained. • Monthly enrollment report meets the October target, the year-end fiscal report shows full cost recovery, and the family survey returns 85 percent or better satisfaction.

Strategic Objective 🧩 **SYSTEMS**	**Goal 3: SOLUTIONS BEFORE AND AFTER KINDERGARTEN PROGRAM, LINCOLN STREET AND WASHINGTON STREET** **Open and operate before and after kindergarten programs at Lincoln Street and Washington Street that deliver consistent, high-quality care and reliable coverage for working families at both sites.**
Person(s) Responsible	Director of Lifelong Learning and Lifelong Learning Department
Success Criteria	● Both sites open on their scheduled date with written license exemption determination on file, spaces cleared through health, safety, and accessibility review, and 100 percent of budgeted positions filled by staff who have completed 25 hours of onboarding. ● Each site enrolls 100 percent of capacity by October 1, 2026 and stays within 10 percentage points of that target through June 2027. ● Both sites operate a common daily schedule and arrival and dismissal protocol documented within 30 days of opening, with at least 85 percent family satisfaction and 100 percent recovery of direct operating costs through the revolving fund.

Action Steps	Evidence of Outcomes
• Confirm regulatory status in writing and complete facility, safety, and accessibility review of both the Lincoln Street and Washington Street spaces. • Hire and train staff at both sites, completing 25 hours of onboarding before opening and establishing a substitute pool sufficient to hold required ratios. • Implement a common daily schedule, arrival and dismissal protocol, and family communication routine across both sites, and conduct two documented observations per site during the year.	• Capacity: 20 children per day per site. Open and fully operational by October 1, 2026. • Building space is ready for operation for both sites, both open on the scheduled date with all positions filled and 25 hour training rosters at 100 percent. • Monthly enrollment dashboard shows each site meeting its October target and holding through June, with staffing audits confirming ratios at both sites. • Observation records complete for both sites with action items closed within 30 days, family survey at 85 percent or better satisfaction, and the year-end revolving fund report showing full cost recovery.

OPERATIONS

Strategic Objective 🔗 COMMUNITY	**Goal** **Strengthen community partnerships to elevate Food Service quality, deepen nutrition education across schools, and invest in ongoing professional development for Food Service staff.**
Person(s) Responsible	Food Service and Operations Department
Success Criteria	● The Food Service Department will implement at least five new initiatives or community partnerships that enhance the quality, or nutritional value of meal services for students, staff, and the Franklin community during the 2026–2027 school year. ● At least 75% of students participating in Food Service taste tests or feedback opportunities will report satisfaction with new menu offerings, with feedback used to guide future menu development. ● At least 90% of Food Service staff will participate in one or more professional learning opportunities focused on culinary skills, nutrition, food safety, customer service, or operational excellence during the 2026–2027 school year. ● Increase the percentage of scratch-prepared or seasonal menu offerings by 10% while maintaining compliance with USDA nutrition standards and operating within the Food Service budget. ● Achieve a minimum of 18% local food procurement by total food purchases, supporting fresh, locally sourced products while meeting USDA and Massachusetts School Nutrition Program requirements.

Action Steps	Evidence of Outcomes
● Establish and expand partnerships with local farms, food producers, businesses, and community organizations to support nutrition education, local sourcing, and student engagement. ● Collaborate with school administrators and wellness initiatives to promote healthy eating and increase awareness of Food Service programs. ● Increase the use of locally sourced ingredients by developing relationships with regional farms, vendors, and community partners. ● Pilot new menu items throughout the school year and utilize student participation and feedback to guide future menu development. ● Expand chef-led menu development with an increased emphasis on scratch-prepared meals and seasonal menu offerings. ● Provide professional learning opportunities focused on culinary techniques, scratch cooking, food safety, nutrition, customer service, and operational excellence.	● Department Reports showing new initiatives and partnerships ● Student participation surveys ● Staff attendance records ● Staff surveys ● Menu records ● Social media records ● Purchasing Records

Strategic Objective 🧩 SYSTEMS	**Goal** **Establish and manage clear project management practices for a coordinated roadmap to the successful delivery of the Washington Street Elementary School Modernization Project.**
Person(s) Responsible	Operations Department, Facilities Department, Superintendent’s Office, Owner’s Project Manager
Success Criteria	● Successfully procure and onboard an Owner's Project Manager in accordance with Massachusetts procurement requirements. ● Complete a comprehensive Existing Conditions Assessment identifying facility deficiencies, educational needs, infrastructure priorities, and code compliance requirements. ● Develop and implement a comprehensive Project Management Plan that establishes project organization, communication protocols, budget management, schedule monitoring, risk management, and decision-making processes. ● Complete educational programming and space needs assessments in collaboration with district leadership. ● Present a prioritized long-range project scope and preliminary budget to the School Committee. ● Maintain project milestones within established procurement and planning timelines.

Action Steps	Evidence of Outcomes
● Complete the OPM procurement and selection process. ● Establish a district project steering committee with defined roles and responsibilities. ● Coordinate building assessments, educational programming, and facility evaluations. ● Develop project objectives aligned with the district's educational vision. ● Establish project governance procedures including decision logs, meeting schedules, and reporting protocols. ● Develop preliminary cost estimates and funding strategies. ● Develop a comprehensive project schedule with milestone tracking	● Executed OPM Contract ● Existing Conditions Report ● Educational Program Summary ● Project Management Plan ● Project Schedule ● Steering Committee Agendas & Minutes ● Preliminary Budget Estimates ● School Committee Presentations

TECHNOLOGY

Strategic Objective 🧩 SYSTEMS	Goal **Develop a capital plan to replace virtual environment for FPS and Town and present this to the Capital Budget Committee**
Person(s) Responsible	**Director of Technology**
Success Criteria	• A written capital plan documenting current-state assessment, replacement options, costs, timeline, and impact of deferral is completed by November 13, 2026. • The plan is presented to the Capital Budget Committee by December 1 2026. • The capital request is included in the Town's capital planning process for FY27.

Action Steps	Evidence of Outcomes
• Complete a current-state assessment of the virtual environment, including age, capacity, and end-of-support dates • Coordinate with Town IT on shared infrastructure requirements • Develop replacement options with cost estimates and a phasing plan • Document the operational and security risk of deferral • Prepare and deliver presentations to Finance Committee, Capital Budget Committee, and Town Council	• The capital request is included in the Town's capital planning process for FY27. • Presentation to the Capital Budget Committee • FY27 Capital Plan

Strategic Objective 🧩 SYSTEMS	Goal **Inventory and refine the district's technology and instructional systems, platforms, and workflows, and establish a centralized digital hub that organizes district structures and improves staff access to instructional technology resources.**
Person(s) Responsible	**Assistant Director of Innovation and Instructional Technology and Director of Technology**
Success Criteria	• An inventory of instructional technology systems, workflows, and structures will be completed in all schools, identifying existing functionality, gaps, and redundancies. • Instructional Technology Website /Digital Hub will be published and accessible to all staff by January 2027 • Staff usage data will show sustained engagement with the digital hub (e.g., page visits, resource downloads) across the school year.

Action Steps	Evidence of Outcomes
• Inventory technology and instructional workflows, systems, and structures across all schools • Identify functionality, gaps, and redundancies within current workflows, systems, and structures and refine the software and hardware request workflow prioritizing security, functionality and the ability to support initiatives within the budget. • Engage staff/building leaders for input on priorities and barriers to inform the digital hub's design • Refine technology and instructional workflows, systems, and structures based on inventory findings • Design and publish a staff-facing digital hub (Instructional Technology Website) • Communicate the hub's launch and provide guidance on navigating/using it	• Digital Hub /IT website • Usage/engagement data (site analytics) (if available)

Strategic Objective 📏 INSTRUCTION 📣 COMMUNICATION	Goal **Establish and implement coherent districtwide frameworks for screentime and AI use, and communicate expectations, safety guidance, and available resources to students, educators, and families.**
Person(s) Responsible	**Director of Technology and Assistant Director of Innovation and Instructional Technology, Office of Teaching and Learning**
Success Criteria	• District-wide screentime and AI guidance for students and educators will be published by March 2027. • At least one Technology Family Event will be held before May 2027. • At least 75% of family attendees/respondents will report the event helped them understand district screentime and AI guidance and available resources.

Action Steps	Evidence of Outcomes
• Define screentime and AI use, and their scope, for students and educators • Convene Instructional Technology committee • Collect input from teachers and students on current classroom technology use (e.g., surveys, focus groups) to inform screentime guidance development. • Publish screentime and AI guidance for students and educators • Provide professional learning for staff • Host a Technology Family Event	• Educator-facing screentime & AI guidance • Community-facing screentime and AI website • Technology Family Event, Supports, and Resources

SCHOOL IMPROVEMENT PLANS

The following pages contain building-level goals that reflect our unified strategic objectives while honoring the developmental context of each school.

PRE-K	F.X. O'REAGAN EARLY CHILDHOOD DEVELOPMENT CENTER AT OAK & POND ST.

Strategic Objective 🧩 **SYSTEMS**	**Goal** **By June 2027, the ECDC will develop and implement a pilot developmentally appropriate literacy intervention framework for PreK-1 students demonstrating early literacy needs. Through intentional assessment, targeted small-group instruction, purposeful play experiences, and ongoing progress monitoring, students will strengthen foundational literacy skills that support a successful transition to kindergarten.**
Person(s) Responsible	Principal Assistant Principal FPS Humanities Coordinator Preschool Teacher (Interventionist) Preschool ESP (Intervention Support) Preschool Classroom Teachers (for assessments)
Success Criteria	● **100%** of classroom teachers will complete **PK On My Way** assessment training and implement the assessment practices with fidelity throughout the school year. ● A developmentally appropriate literacy intervention framework will be implemented for **100% of pilot classrooms**, including established processes for student identification, intervention planning, progress monitoring, and instructional decision-making. ● Assessment data will be analyzed **three times annually**, and **100% of identified students** will receive targeted literacy instruction through small-group learning and purposeful play experiences aligned to their individual needs. ● Student progress will be monitored **at least monthly** for all students receiving interventions, with instructional adjustments documented based on student growth data. ● End-of-year implementation data and staff feedback will demonstrate that **at least 90% of pilot staff** report the literacy intervention framework is effective and sustainable, with findings used to refine the framework for future expansion.

Action Steps	**Evidence of Outcomes**
● PD with District Humanities Coordinator and Building Administrators regarding PK on My Way assessment tools. ● Consult with K-2 literacy specialist(s) to inform development of the intervention framework. ● Develop and implement literacy data collection system ● Facilitate two data meetings per year ● Collaboratively develop literacy intervention lessons based on PreK on My Way targeted skills ● Create crosswalk for PreK On My Way and ECDC Developmental Summary ● Pilot intervention cycles and review student outcomes to refine the framework throughout the year. ● Develop family communication tools to support literacy intervention and home-school connections.	● Staff completion of PK On My Way assessment training. ● Literacy assessment data and intervention records for identified students. ● Literacy data collection system and progress monitoring documentation. ● Completed crosswalk between PreK On My Way assessments and the ECDC Developmental Summary. ● End-of-year pilot evaluation including staff feedback and recommendations.

Strategic Objective 📏 **INSTRUCTION**	**Goal** **By June 2027, the ECDC will continue to strengthen consistent, high-quality instructional practices across classrooms through the implementation of shared curriculum agreements and assessment practices, collaborative professional learning, special education data collection, and ongoing reflection on instructional effectiveness to ensure equitable, engaging, and developmentally appropriate learning experiences for every child across two preschool sites.**
Person(s) Responsible	Principal Assistant Principal FPS STEM and Humanities Coordinators Classroom Staff Related Service Providers District Instructional Leadership Team
Success Criteria	● **100%** of instructional staff will implement shared curriculum agreements across classrooms and therapy settings, as evidenced through classroom observations, lesson planning, and administrative walkthroughs, resulting in consistent instructional practices and learning experiences for students. ● **100%** of instructional teams will participate in monthly collaborative professional learning and common assessment practices, including monthly binder reviews, using student data to inform instructional planning and refine teaching practices. ● Teacher leadership will be strengthened through **at least one educator-led professional learning, curriculum, or instructional leadership opportunity each month**, with evidence that staff feedback and collaborative reflection contribute to ongoing program improvement. ● **Quarterly instructional reviews** will demonstrate continuous improvement in instructional practices, with administrative

	observations indicating **at least 90% implementation** of agreed-upon evidence-based instructional strategies that promote equitable, engaging, and developmentally appropriate learning experiences. ● **At least one** building-based instructional leadership team cycle will occur as a pilot.

Action Steps	Evidence of Outcomes
● Continue monthly binder checks ● Implement 3 Curriculum Carousel Staff Meetings during the year ● Develop and implement building based instructional walk-through protocols ● Review shared curriculum agreements during CPTs ● Add Teacher Curriculum Spotlight to each staff meeting in order to promote teacher leadership opportunities ● Continue ESP professional learning in the areas of curriculum, assessment, and special education ● Use classroom walk-through trends to identify school-wide instructional strengths and next steps.	● Monthly data binder checks ● Curriculum Carousel agendas, presentation materials, and shared spreadsheet. ● Instructional walk-through data showing increased consistency across classrooms. ● CPT agendas and notes documenting review of curriculum agreements and assessment practices. ● Teacher Curriculum Spotlight presentations highlighting teacher leadership. ● ESP professional learning attendance and implementation evidence. ● Classroom observation data demonstrating consistent, developmentally appropriate instructional practices.

Strategic Objective 📣 COMMUNICATION 🔗 COMMUNITY	Goal **Continue to strengthen our one-school culture by refining systems that promote consistency, accessibility, and connection across both campuses. Through predictable communication practices, transparent decision-making, intentional opportunities for collaboration, and continued evaluation of our organizational structures, we will foster trust, strengthen relationships, and ensure all staff feel informed, supported, and connected while balancing the operational needs of a two-site school so that staff can provide consistent, high-quality learning experiences for every child.**
Person(s) Responsible	**All staff**
Success Criteria	● **At least 90% of staff** indicate on the end-of-year survey that communication is timely and effective, leadership is accessible, and they feel connected to colleagues across both campuses, reflecting a strong one-school culture. ● **At least 95% of scheduled communication systems and 100% of shared procedures and expectations** are implemented consistently across both campuses, as evidenced by administrative monitoring, meeting documentation, and staff feedback. ● School leadership provides equitable support across both campuses by completing **at least 90% of planned classroom visits, staff check-ins, and walkthroughs, while at least 90% of staff participate in structured opportunities to collaborate and provide feedback**, with resulting input informing school-wide decisions.

Action Steps	Evidence of Outcomes
● Revisit Community and Culture Team on consistent basis that meets during school hours in order to access more team members to participate. ● Use Opening Day staff meeting to brainstorm solutions/ideas for focus areas from the end of year staff survey. ● Implement more intentional social opportunities for staff both during professional learning time, as well as outside of school hours. ● Maintain the ECDC Resource Page as the primary communication hub for staff resources, documents, and updates. ● Continue to develop PreK–K transition planning and processes, including communication and collaboration with kindergarten teams	● Community and Culture Team meeting agendas, attendance records, and action plans. ● Opening Day staff feedback documenting collaborative solutions generated from survey results. ● Participation in staff engagement and community-building opportunities throughout the year. ● Increased use of the ECDC Resource Page as the primary communication hub. ● Staff survey results demonstrating increased perceptions of communication, trust, connection, and one-school culture. ● Mid-year and end-of-year feedback demonstrating refinement of communication systems.

Strategic Objective 🔗 COMMUNITY	Goal By June of 2027, ECDC staff members will develop and share family learning opportunities to spotlight curriculum, instruction, and assessment.
Person(s) Responsible	All Staff
Success Criteria	● At least once per term, school staff will share curricular and SEL-related learning resources and activities with families. ● Develop and share at least three family learning opportunities/resources during the 2026–2027 school year highlighting curriculum, instruction, and/or assessment. ● Use at least two different formats to make learning accessible to families (for example: newsletter features, short videos, take-home resources, Open House activities, digital presentations, or family activities). ● Gather family feedback at least once during the year to determine the usefulness of the resources and inform future family learning opportunities.

Action Steps	Evidence of Outcomes
● Identify 2–3 priority topics that would help families better understand learning at ECDC. ● Create simple, accessible resources that connect families to what children are learning and how teachers support and assess that learning. ● Embed opportunities within existing communication structures and events rather than creating additional after-hours staff commitments. ● Collect brief family feedback about which resources were helpful and what they would like to learn more about.	● Copies of family learning resources; newsletters, videos, presentations, or take-home materials; communication records showing when resources were shared; ● Family feedback/survey results; and an end-of-year summary identifying what was implemented, family response, and recommendations for the following year.

GRADES K-2	LINCOLN STREET AND WASHINGTON STREET K-2 ELEMENTARY SCHOOLS

Strategic Objective 🔗 COMMUNITY	Goal **Build on the foundation established during the first year as K–2 school communities by strengthening a culture of belonging through prioritizing opportunities for meaningful professional collaboration among staff aimed at fostering partnerships with families and nurturing authentic student engagement.**
Person(s) Responsible	All Staff, Parents/Guardians
Success Criteria	● ILT walkthrough data will demonstrate that at least 75% of teachers consistently exhibit the identified instructional look-fors related to belonging during classroom observations ● By June 2027, ≥85% of parents/guardians will report/demonstrate engagement via participation in school and PCC events, as measured by surveys and via attendance data. ● By June 2027, ≥85% of Lincoln Street K-2 and Washington Street K-2 students will report feeling a sense of belonging, inclusion, and trusting relationships with staff, as measured by Satchel.

Action Steps	Evidence of Outcomes
● Partner with staff to provide information/professional learning focused on strategies and practices aimed at increasing family engagement and participation. ● Engage in K-2 ILT Walkthroughs four times per year with an identified instructional look-fors related to belonging. ● Reflect on walkthrough data and share trends with staff. ● Design and administer accessible, brief family surveys throughout the school year to gather actionable feedback and boost participation rates (November, March, June) ● Administer Satchel Pulse SEL Survey to K-2 students in November and March.	● Satchel Pulse Data ● School Survey Data ● Family Attendance Data ● ILT Walkthrough Data

Strategic Objective 🧩 SYSTEMS	Goal **Strengthen the implementation of the district-wide MTSS framework by ensuring clear, consistent processes for staff and engaging with families to promote their understanding of the tiered system of support provided to all students.**
Person(s) Responsible	All Staff
Success Criteria	● K-2 staff will align district MTSS implementation practices to measure both academic and social-emotional growth. ● K-2 staff will utilize consistent family communication throughout the MTSS process. ● 100% of MTSS meetings will be grounded in data provided by educators and/or curriculum specialists to inform student progress and drive instructional practices.

Action Steps	Evidence of Outcomes
● Lead three to four building-based Instructional Leadership Team Meetings to review benchmark data, inform tiered supports, and continuous improvements in the area of curriculum, instruction, and assessment (building-based Administrators, Curriculum Leaders, and Team Chair). ● Participate in level-based MTSS data meetings to analyze student data, tiered supports, and document action steps. ● Develop and share accessible internal and family-facing communication regarding the MTSS process and potential outcomes. ● Facilitate building-based MTSS consultations to analyze student data, tiered supports, and document action steps.	● Resources created and shared with staff and families ● Agendas and artifacts related to MTSS data meetings

Strategic Objective 📏 INSTRUCTION	Goal **Align instructional practices with shared agreements within and across classrooms, grades, and schools through calibrated observations and feedback, and consistent use of curriculum materials**
Person(s) Responsible	All Staff, Offices of Student Services and Teaching and Learning
Success Criteria	● At least 85% of observed teachers will demonstrate the identified look-fors during Instructional Leadership Team walkthroughs.

Action Steps	Evidence of Outcomes
• Schedule and participate in walk-throughs to calibrate best teaching practices and curriculum implementation involving appropriate stakeholders. • Utilize a district walkthrough tool aligned to the instructional framework and curriculum expectations. • Facilitate calibration sessions following each walkthrough to analyze evidence, discuss instructional trends, and ensure consistent expectations. • Use insights gained to inform professional learning and guide curricular decision-making. • Allocate collaborative professional time for focus areas. • Leverage coaching opportunities to support individual growth.	• Walkthrough tools, schedules, and agendas • Meeting agendas, notes, and action items • Increased consistency in observation data across school

Strategic Objective 📣 COMMUNICATION	Goal **Develop and share family learning opportunities to spotlight curriculum, instruction, and assessment.**
Person(s) Responsible	All Staff
Success Criteria	• At least once per term, school staff will share curricular and SEL-related learning opportunities with families. • Develop and share at least three family learning opportunities/resources during the 2026–2027 school year highlighting curriculum, instruction, and/or assessment. • Use at least two different formats to make learning accessible to families (for example: newsletter, digital learning, take-home resources, or in-person learning opportunities). • Gather family feedback at least once during the year to determine the usefulness of the resources and inform future family learning opportunities.

Action Steps	Evidence of Outcomes
• Identify 2–3 priority topics that would help families better understand learning in literacy, math, and social-emotional learning. • Develop learning opportunities/accessible resources that connect families to what children are learning , how teachers implement instruction, and how learning is assessed. • Embed opportunities for learning within existing communication structures and school-based events. • Collect brief family feedback about which resources were helpful and what they would like to learn more about.	• Artifacts including: Family learning resources; newsletters, videos, presentations, and/or take-home materials. • Family feedback/survey results.

GRADES 3-5	LINCOLN STREET AND WASHINGTON STREET 3-5 ELEMENTARY SCHOOLS

Strategic Objective 🔗 **COMMUNITY**	**Goal** ● Lincoln Street 3–5 and Washington Street 3–5 will strengthen belonging and partnership of students, staff, and families across their school communities
Person(s) Responsible	Admin, teachers, students, staff, families
Success Criteria	● By June 2027, at least 85% of students at Lincoln Street 3–5 and Washington Street 3–5 will respond favorably to identified survey questions related to belonging, trusted adults, inclusion, and student voice, or each school will demonstrate an increase of at least 5 percentage points from its fall baseline. In addition, each school will reduce the gap between the overall favorable response rate and that of its lowest-reporting student group by at least 25%. ● By June 2027, at least 85% of staff at Lincoln Street 3–5 and Washington Street 3–5 will report that they feel valued, informed, and able to contribute to schoolwide decisions, or each school will increase favorable responses by at least 5 percentage points from its fall baseline. Each school will also implement a consistent staff voice and feedback cycle and document at least three leadership decisions or adjustments informed by staff input.

Action Steps	Evidence of Outcomes
● Identify four to six common survey items that both schools will use for students and staff. ● Administer short baseline surveys 2xs a year (Fall and Late Winter) ● Analyze outcomes and trends from survey data to then create two or three schoolwide practices/goals for increasing belonging. ● Conduct student, staff, or family listening sessions to better understand the quantitative data. ● Compare results across schools, grades, and student groups. ● Provide additional support to grades or groups showing limited progress. ● Hold a cross-school Lincoln/Washington review meeting to compare findings and effective practices. ● Communicate progress, remaining gaps, and planned responses.	● Students complete belonging survey ● Listening-session notes or themes from staff belonging and trust survey ● Copies of “We heard/We are doing” communications based on data ● Description of the practices changed in response to data and feedback ● Cross-school meeting notes ● Disaggregated results by grade and relevant student groups and analysis of the gap between the overall student rate and the lowest-reporting group

Strategic Objective 🧩 **SYSTEMS**	**Goal** ● **Lincoln Street 3–5 and Washington Street 3–5 will strengthen the consistency and effectiveness of prioritized schoolwide systems that support communication, collaboration, student support, and a positive learning environment.**
Person(s) Responsible	**Administration and ILT**
Success Criteria	● At least 90% of prioritized systems meet Level 3 or 4 implementation criteria. ● Convene **two district-wide MTSS data meetings** per year to evaluate cross-level trends, monitor framework implementation, and calibrate practices across levels. ● **100%** of levels (PreK, K-2, 3-5, 6-8, 9-12) will conduct **two level-based data meetings** per year (fall and spring) with each level's MTSS leadership team to analyze student data, assess tiered supports, and identify action steps. ● Improved attendance or reduced chronic absenteeism by maintaining >95% attendance as a whole and decreasing chronic absenteeism by 10%.

Action Steps	Evidence of Outcomes
● Monthly reflection on Panorama student incident data, student attendance, and intervention plan progress ● Select four to six priority systems. ● Clearly define the criteria-for-success desired outcome of each system. ● Assign ownership and responsibilities. ● Document the steps, timelines, and decision-making process. ● Develop a brief implementation rubric for each priority system. ● Align MTSS practices across Lincoln 3-5 and Washington 3-5 ● Support each level (PreK, K–2, 3–5, 6–8, 9–12) in establishing consistent teaming structures and documenting meeting protocols/agendas aligned with the district MTSS	● Attendance, tardiness, behavior, transition, and student-support data ● Number and type of student-support referrals ● Outcomes and feedback from family sessions on MTSS at our schools. At least a 10% decrease in family referrals from SY26 to SY27 or at least monitor to learn more about this pattern ● Increased instructional time ● More timely response to student-support referrals ● Increased percentage of interventions reviewed within established timelines

framework. • Facilitate district-wide and level-based MTSS data meetings to analyze student data, tiered supports, and document action steps. • MTSS leadership teams complete MTSS Administrator Survey through Panorama	• Improved progress for students receiving targeted support

Strategic Objective 📏 **INSTRUCTION**	**Goal** **Lincoln Street 3–5 and Washington Street 3–5 will strengthen high-quality, universally designed, and inclusive Tier 1 instruction through consistent collaborative inquiry and data-driven instructional planning.**
Person(s) Responsible	**Admin, OTL, ILT, Teachers**
Success Criteria	• At least 85% of observed classrooms consistently demonstrate the schools' identified instructional look-fors related to clear learning goals. • Grade-level collaborative teams complete three documented inquiry cycles in which educators analyze student evidence, identify a specific instructional response, implement that response, and evaluate its effectiveness • 100% of students meeting or exceeding their "Typical Growth" on selected literacy and mathematics measures.

Action Steps	**Evidence of Outcomes**
• Identify four or five common instructional look-fors • Establish a brief, non-evaluative walkthrough tool. • Create a common collaborative inquiry-cycle protocol. • Develop a schedule for three inquiry cycles. • Calibrate administrators, specialists, and teacher leaders on the walkthrough criteria. • Communicate with staff that walkthrough data will be used to identify schoolwide patterns and professional learning needs • Throughout the year, ensure inquiry cycles, PLCs, and walkthroughs are aligned around the same instructional look-fors	• Collect and organize student data ○ iReady ○ iReady growth ○ Math Fluency ○ Science Performance Tasks • Reflect on PLC Effectiveness • Reflect on practice using data from instructional rounds.

Strategic Objective 📣 **COMMUNICATION**	**Goal** **Lincoln Street 3–5 and Washington Street 3–5 will consistently implement a clear, timely, accessible, and two-way communication system for staff and families.**
Person(s) Responsible	**Administration**
Success Criteria	• At least 90% of planned schoolwide communications sent on schedule • At least 5 School Council meetings throughout the year • At least 5 meetings with the PCC Board

Action Steps	**Evidence of Outcomes**
• Create and sustain rhythms for family communication • Study the frequency of grade level communication with families • Collaborate with K-2 to develop an ongoing structure for School Council and PCC	• Sample Family/Staff Updates • Running School Council Agendas • Sample PCC communication • Outcomes of grade level communication rhythms

GRADES 6-8	FRANKLIN MIDDLE SCHOOL

Strategic Objective 🔗 COMMUNITY	**Goal: Develop and implement a shared set of Franklin Middle School core values that create a common language, shared expectations, and a strong sense of belonging for students and staff.**
Person(s) Responsible	**Administration and all Staff**
Success Criteria	• All staff participate in a Core Values professional learning series and use PLCs, team meetings, and staff meetings to continue the work throughout the year • By November 2026, Franklin Middle School administration and staff brainstorm a shared set of core values to share with students and community • By February 2027, Franklin Middle School refines and finalizes the shared set of core values based on feedback with students and community • By April 2027, Franklin Middle School aligns current systems to finalized core values • By May 2027, at least 80% of students and staff report that they understand the school's core values

Action Steps	Evidence of Outcomes
• Work with students, staff, and families to create Franklin Middle School's core values. • Define what each core value looks like in classrooms, hallways, and school activities. • Teach and revisit the core values throughout the school year. • Create a schoolwide system to recognize students and staff who demonstrate the core values. • Use the core values to guide school decisions, celebrations, and problem-solving.	• Franklin Middle School has a shared set of core values developed with input from students, staff, and families. • Students and staff use the same core value language across the school. • Core values are visible in classrooms, hallways, and school events. • Students and staff are regularly recognized for demonstrating the core values. • Survey results show students and staff understand the core values and feel they are part of everyday school life.

Strategic Objective 🧩 SYSTEMS	**Goal: Establish and implement consistent MTSS teaming structures across all grade levels and staff roles at Franklin Middle School to ensure that academic, behavioral, and social-emotional student needs are identified, addressed, monitored, and communicated through a coordinated schoolwide process.**
Person(s) Responsible	**Principal, Administrative Team, Instructional Leadership Team/MTSS Team, Department Heads, Team Leaders, Counselors, Special Educators, and Student Support Staff**
Success Criteria	• By October 2026, 100% of grade-level teams will implement a common MTSS meeting structure that includes defined roles, a consistent agenda, documented action steps, and scheduled follow-up dates. • Meeting documentation will show that at least 90% of scheduled team meetings use the established MTSS process to review student, classroom, or grade-level academic, behavioral, or social-emotional needs. • For at least 80% of students receiving targeted team-based support, documentation through Panorama will identify the area of concern, selected strategy or intervention, responsible staff member, progress-monitoring measure, and date for review. • At least 80% of students receiving targeted supports will demonstrate progress toward the identified goal within the established review period or will have their support plan adjusted based on documented evidence. • By May 2027, at least 80% of staff will report that they understand the FMS MTSS process, their role within it, and how to access additional support for students.

Action Steps	Evidence of Outcomes
• Create one common MTSS meeting agenda and student-support form for all teams to use. • Set a regular schedule for team meetings and clearly assign roles such as	• Teams use the same agenda and student-support form. • Meeting notes show clear next steps, staff responsibilities, and follow-up dates.

facilitator, note-taker, and follow-up lead. • Train staff on how to identify a student concern, choose a support, assign responsibility, and set a date to review progress. • Require teams to document the support being provided, who is responsible, how progress will be measured, and when the team will revisit the plan. • Review team meeting notes and student-support plans each trimester to identify what is working and where teams need additional support.	• Staff can explain the MTSS process and know how to request support for a student. • Student progress is reviewed regularly and supports are adjusted when needed. • Team records show greater consistency across grades and student-support roles.

Strategic Objective 📏 INSTRUCTION	**Goal: Strengthen consistent, inclusive instructional practices across Franklin Middle School by helping staff use executive function supports and align key expectations, routines, and strategies across teams, departments, and grade levels.**
Person(s) Responsible	**Principal, Administrative Team, Department Heads, Instructional Leadership Team, Student Services Staff, and All Educators**
Success Criteria	• All staff participate in an Executive Function professional learning series and use PLCs, department meetings, team meetings, and staff meetings to continue the work throughout the year. • By November 2026, Franklin Middle School staff identify a shared set of executive function strategies and common instructional routines to be used across classrooms. • By February 2027, departments review and refine those strategies through horizontal and vertical alignment work, identifying where students will learn and practice key executive function skills across Grades 6–8. • By April 2027, Franklin Middle School aligns classroom routines, instructional practices, and student supports to the agreed-upon executive function strategies. • By May 2027, walkthroughs and staff feedback show an 80% usage of shared executive function strategies across classrooms.

Action Steps	Evidence of Outcomes
• Introduce executive function through a four-part professional learning series that helps staff understand why it matters and how it supports student learning. • Give staff time during PLCs, department meetings, team meetings, and staff meetings to practice, discuss, and refine executive function strategies throughout the year. • Identify a small set of shared executive function strategies that all students will experience across classrooms. • Use PLC and Team meetings to determine when and how executive function skills will be taught and reinforced from Grades 6–8. • Use walkthroughs, classroom examples, and staff reflection to celebrate effective practices and strengthen consistency across the school.	• Students see the same key routines and supports in multiple classes. • Team and department notes show clear agreements about shared practices. • Department documents show what students should know and do at each grade level. • Walkthroughs show more consistent use of executive function supports. • Staff feedback shows greater clarity about common instructional expectations.

Strategic Objective 📣 COMMUNICATION	**Goal: Build a clear, consistent, and two-way communication system that keeps staff and families informed, helps families understand what students are learning, and provides regular opportunities to ask questions, share feedback, and contribute to the school community.**
Person(s) Responsible	**Administration, Department Heads, Teachers, PCC Executive Board, and School Council**
Success Criteria	• The weekly Staff Memo and family "Need to Know" will each be published during at least 90% of the weeks in which school is in session, as measured by a communication log. • By the end of each trimester, 100% of academic departments will share at least one brief curricular update with families describing current units, key skills, major assignments, or upcoming assessments. • The school will provide at least three structured opportunities for family input during the year, with participation and major themes documented through surveys, meeting notes, or feedback forms. • Within 10 school days of each schoolwide survey or major feedback opportunity, the school will share a summary of what was heard, what actions will be taken, and what feedback cannot be acted upon at that time. • In the annual family survey, at least 80% of respondents will agree that they receive timely school information, understand what their child is learning, and know how to ask questions or provide feedback.

Action Steps	Evidence of Outcomes
• Use the same format and schedule for the Staff Memo and family “Need to Know.” • Assign Department Heads to coordinate brief curricular updates from their departments. • Set clear expectations for teachers to share timely classroom updates through Google Classroom or other established communication tools. • Provide simple ways for families to ask questions and share feedback through surveys, meetings, and school events. • Share brief “You Asked, We Responded” updates so families can see how their feedback is being considered.	• Staff Memos and family “Need to Know” messages are sent on schedule. • Department and classroom communications include regular updates about student learning. • Families use surveys, meetings, and other opportunities to ask questions and provide feedback. • School updates show how family feedback informed decisions or next steps. • Family survey results show that families feel informed and know where to find academic and school information.

GRADES 9-12 (AGE 22)	FRANKLIN HIGH SCHOOL

Strategic Objective 🔗 **COMMUNITY**	**Goal** **Implement the standardized Homebase model for the WIN Block to strengthen relationships among students and between students and teachers.**
Person(s) Responsible	All Staff
Success Criteria	• 100% of Homebase teachers implement the standardized model using common expectations and resources. • At least 90% of staff report they have the resources and support needed to facilitate Homebase effectively. • Walkthrough data demonstrates consistent implementation across Homebase classrooms. • Reduction in percentage of students being auto-assigned during WIN block from Tuesday-Friday.

Action Steps	Evidence of Outcomes
• Acclimate all staff to new Homebase model template • Review the procedures and agenda for Homebase • Support faculty in executing the agenda • Faculty adhere to homebase plan • Administer surveys • Students demonstrate consistent participation	• Standardized Homebase agenda • Panther News broadcasts • Faculty presentations & meeting materials • Survey data • Homebase walkthroughs

Strategic Objective 🧩 **SYSTEMS**	**Goal** Complete the NEASC self-reflection report in preparation for the Fall 2027 collaborative conference.
Person(s) Responsible	All Staff
Success Criteria	• Identification of 3-5 Priority Areas for improvement

Action Steps	Evidence of Outcomes
• Establish Steering and Self-Reflection Committees, assign staff to each NEASC Standard, and create a clear timeline for completing the Self-Reflection. • Train staff on the Standards, scoring rubrics, evidence requirements, and expectations for participation. • Gather feedback from students, families, and staff through surveys and other stakeholder input. • Collect and organize evidence, including student data, curriculum documents, school policies, support systems, professional learning records, and communication practices. • Analyze each Standard to identify strengths, gaps, inconsistencies, and areas where student outcomes or access need improvement. • Select a manageable number of priority areas that reflect the evidence, align with school and district goals, and support long-term improvement. • Complete and submit the Self-Reflection Report	• Self-reflection report

Strategic Objective 📏 **INSTRUCTION**	**Goal:** **(Year 2 of 3)** Implement and monitor the calibrated department grading policies established in Year 1 (retake, late work, homework, and gradebook structure) using gradebook data and syllabus audits. Review grading trends and outcomes to identify priorities for refinement in Year 3.
Person(s) Responsible	Administration, Department Heads/Directors, and all Instructional Staff
Success Criteria	• At the beginning of each full-year and semester course, 100% of gradebooks will reflect the department-agreed category structure and weights for grading. • At least 90% of courses within each department will demonstrate alignment with the department's established retake policy, as measured by the frequency, eligibility criteria, and implementation of retakes. • 100% of courses within each department reflect and implement the department's established policies for late work and

	homework, as verified through syllabus and gradebook audits.

Action Steps	Evidence of Outcomes
● Departments review and reaffirm common policies prior to the start of the school year. ● Teachers communicate department policies through course syllabi, Google Classroom, and Curriculum Night presentations at the start of each year/semester. ● Department Heads facilitate periodic calibration discussions using sample grading scenarios and gradebook reviews during DCPT meetings. ● Teachers utilize the agreed-upon policies for their department. ● Administration and department heads monitor implementation, gather stakeholder feedback, and provide support where inconsistencies are identified.	● Department meeting agendas and minutes documenting policy review and agreement. ● Course syllabi, Google Classroom materials, Aspen gradebook information, parent communication samples. ● DCPT agendas and notes ● Gradebook audits. ● Teacher self-assessments, implementation checklists, administrative walkthrough notes, reduction in grading-related concerns or appeals.

Strategic Objective COMMUNICATION	Goal Use the Panthers App to enhance communication about school and community events, extracurricular opportunities, and student life in order to increase engagement, strengthen connections among students, families, and staff, and foster a more inclusive school community.
Person(s) Responsible	Athletic Director and Administration
Success Criteria	● 90% of student organizations and athletic teams post content to the Panthers App. ● Increase student app adoption to 75% and family adoption by 20%. ● Increase attendance at school-sponsored events by 10% over the previous year. ● Increase use of messaging feature for Winter and Spring athletic teams.

Action Steps	Evidence of Outcomes
● Set up messaging platform for Fall, Winter, and Spring sports teams ● Develop communication expectations and guidelines for administrators, advisors, coaches, and club leaders regarding app usage and posting frequency. ● Create a content calendar that highlights athletics, clubs, performing arts, and school-wide events throughout the year. ● Regularly promote club meetings, performances, athletic contests, and community events through the app. ● Integrate school announcements, calendars, reminders, and important updates into the app while encouraging staff and families to use it.	● Panthers App analytics; engagement metrics (views, clicks, push notification open rates). ● Participation data for clubs, athletics, and school events; event attendance records. ● Increased app adoption and active users; reduction in duplicate communication methods; analytics showing consistent usage throughout the year.

This plan is our collective commitment to continuous improvement across Franklin Public Schools. We look forward to working together to bring these goals to life.