

Franklin Middle School Schoolwide Plan

Needs Assessment-

Franklin Middle School is focusing on methods and tool to reteach concepts that students fall short on through assessment data. The structure of reworking lessons and methods would be to help students recover competency credit. The staff is also investigating what structures and procedures they can put in place so that competency recovery has universal standards across grades 4-8. Based on recovery data, Franklin Middle School also recognizes a need for greater parental involvement school wide. The staff is invested and committed to doing what is best for student learning. There are many after school activities for students to participate in and multiple allied arts classes are offered during the day to allow students to experience different types of learning opportunities. The principal keeps a focus on instructional improvement and student learning outcomes by conducting weekly data analysis meetings to monitor progress and suggest interventions to increase student performance.

Identify the Research-Proven Instructional Strategies Adopted in your SWP-

We need to increase parent involvement and commitment in student education. We also battle the financial commitment from the city government and would like more from the city in order to support the educational needs for all students. We are aware of our weaknesses in parent involvement based on attendance for family nights and responsiveness when the school initiates communication. We face substantial budget cuts yearly which is evidenced by city council voting history on funding for schools. We are aware of our strengths of teacher investment because we have opportunities to talk with staff members about strategies that are being implemented in various classrooms. Teachers are using time outside of normal work hours to engage in professional development and interact with other educators to improve best practices. We use teacher made assessments and state assessments as benchmarks for data. We also have implemented I-Ready for assessment data on student performance and growth. Bi-monthly, the principal will report I-Ready diagnostic benchmark data along with other subject specific

summative data to the Franklin Superintendent and School Board. The principal will also utilize the NH Principal Leadership Network for reinforced use of data collection and analysis through various posts and linked conversations. Our data indicates we still need emphasis on math instruction as gains are declining as the students move through the grades. A lack of a uniform program K-6 and professional development led to the variance in data. Go-Math has been implemented as a means to begin to mend the gaps in the math curriculum.

Data Challenges-

We are challenged by having to engage students with antiquated materials. It has been difficult to improve parent/ student interest and understanding in the importance of education. We would like to find a way to help parents to understand the “new” methods of learning so that they can adequately support their students when they are at home. As a faculty, we struggle with finding the time to fit all of the necessary curriculum in before the testing window rather than moving at a pace that meets student’s needs. How/ when/ where does the time come from to readdress content that students have not mastered without losing time for new information? We use teacher made assessments and state assessments as benchmark data. The numbers of students scoring as competent in those assessments is not as high of a percentage as we would like to see. We recently implemented I Ready as another measurement tool for assessing student ability and growth.

Curriculum Effectiveness and Communciation-

All teachers at Franklin Middle School are guided by curriculum that aligns standards, curriculum, instruction and assessment. Go Math is directly aligned with the school’s CCSS curriculum and will assist teachers with direct application of strategies and practices needed to aid in student achievement. Teachers will use I-Ready for math and literacy progress monitoring. Data will be collected in weekly grade level team meetings and shared school-wide and district-wide. Additionally, data is shared at PTO meetings, parent conferences, school board meetings, MMS parent portal and school and district newsletters. The HMH Go Math program provides technical

assistance as do our district IT personnel. In weekly team meetings, we share data and discuss ways to improve and enhance instructional practices.

Decision Making-

Instructional teams review the results of unit pre and post-tests to make decisions about the curriculum and instructional plans and to target students in need of intervention, both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives. We will continue to review data by grade level and curricular area teams and utilize I-Ready diagnostic testing data. We will continue to keep open lines of communication with all stakeholders to ensure we are providing the best opportunities for success for each student. Weekly data meetings, monthly school board reports, and MMS parent/ teacher portal will be utilized to distribute information. Horizontal and vertical teams are used to promote collaboration across subject/ grade levels and promote recognition of curriculum alignment.

School Climate-

It is our goal to continue to promote positive student climate and success by providing competency recovery and using SBAC data to determine needs. Administration is present and accessible daily at drop-off and pick-up times. Parents also make individual appointments to meet with administration or teachers as necessary. We have a very active PTO and are currently in the process of implementing new social media accounts. We have included parents on the leadership teams to enable us to solicit ideas and advice on how to increase parent/ community engagement and are using the NITT climate survey to gather data on family- school relations.

Instruction by Highly Qualified Staff-

All of the Franklin Middle School staff meets the Highly Qualified requirements. No new staff is hired unless they meet the requirements. The Principal, Assistant Principal and Superintendent double-check the qualifications of any new hires.

Expanded Learning Opportunities-

Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. Expansion of learning time is predicated by individual student needs. Teams have flexibility to extend lessons as necessary. Teachers also have the flexibility to review or reteach skills to address competency as necessary. The data from pre and post testing as well as SBAC data has helped in this process. Through meetings, in-class formative assessments and grade level team's discussions lead to adaptations in learning time as necessary. Through the use of school wide data, we determined the need for further intervention and support. This is being funded through Title 1. The leadership can connect with stakeholders through One Call Now, school board meetings, PTO, newsletters, Home School Newline and the school website. We will use pre and post data to show student growth. We have implemented more time within the curriculum for STEM-based activities so students are able to use the skills they have learned in regular content classes and apply them to real world challenges. Monthly in-class STEM initiatives have shown an increase in student engagement and participation. Teachers report hearing many "ah-ha" moments where students make connections to something specific they learned in class when applying the skills to a project. We will also continue to hold STEM evenings where the parents and community are invited into participate in multiple STEM challenges. This will also help us to increase parent/ community involvement. Another example of expanded learning time that is happening is after school tutoring at each grade level. Teachers use subject area post-test data to recommend students to attend tutoring. Students are invited to attend after school hours on specific days based on the skills in which they may need more support. We have received positive feedback from both students and parents regarding this initiative. While working in vertical teams, we have been able to look at the gaps we are seeing within content areas and have been working to find ways to address those gaps, as well as the expanded learning for those who are testing above grade level. Students who test above or on grade level are given expanded learning enrichment during that time. As we have learned through various innovation meetings, providing students with more small group opportunities allows for closer monitoring of student progress towards increasing achievement overall.