

# **Franklin Middle School Title I School-Wide Plan**

## **Needs Assessment**

Franklin Middle School is focusing on methods and tools to reteach concepts that students have not mastered as evidenced by assessment data. The process of reworking lessons and methods will help students recover competency credit. The FMS staff is also investigating structures and procedures which can be put into place to assure competency recovery across all grades 4-8. Based on recovery data, Franklin Middle School recognizes a need for greater parent/guardian involvement. The staff is invested in and committed to doing what is best for student learning. There are many afterschool activities in which students may participate, and various allied arts classes offered which allow students to experience different types of learning opportunities. The school principal focuses upon instructional improvement and student learning outcomes by conducting weekly data analysis meetings. Interventions are suggested to increase student performance.

## **Research-Proven Instructional Strategies Adopted by Franklin Middle School**

Franklin Middle School is attempting to increase parent/guardian involvement in and commitment to students' education. There exists an issue of low financial commitment from city government to the school system. More support from the city to meet the educational needs of all students would be extremely advantageous. School staff is aware of weaknesses in parent/guardian involvement, low attendance at school functions and lack of response to school surveys and questionnaires. Creative and innovative strategies are being employed by staff to improve these areas of concern. Teachers engage in professional development and collaborate with other educators to gain knowledge about best practices and interventions available to increase student progress. Teacher-made assessments and state assessments serve as benchmarks for data to track student growth. Franklin Middle School also uses *i-Ready* assessment data to determine student performance and growth in both reading and mathematics. The school principal reports *i-Ready* diagnostic benchmark data and other subject-specific summative data to the Franklin school district superintendent and school board. The principal also utilizes the NH Principal Leadership Network to reinforce the use of data collection and analysis through various posts and links. Student data indicates the need for emphasis on math instruction, as previous gains appear to decrease as students move up in the grades. The lack of a common math program K-6, and insufficient professional development seem to be the cause of this lack of growth. The *Go-Math* program has been implemented as a means to close the gap in the math curriculum. Since this implementation, growth has been seen when September and January benchmark data was compared.

## **Data Challenges**

FMS teachers are challenged when attempting to engage students with often antiquated materials. It is a challenge, as well, to increase parent/student interest in and appreciation of a strong education. Staff would like to increase parents' understanding of the new methods of learning so that they may better support their child's study and learning at home. The faculty struggles with finding sufficient time to cover all necessary material before a testing window begins. The question of finding sufficient time for needed re-teaching, while not losing time for instruction of new material, is constantly asked.

## **Communication and Curriculum Effectiveness**

All teachers at Franklin Middle School are guided by curriculum that is aligned to standards, competencies, instruction and assessment. The *Go-Math* program is directly aligned with the school's CCSS curriculum and guides teachers with direct application of strategies and practices needed to aid in student achievement. Teachers use *i-Ready* for math and literacy progress monitoring. Data is collected at weekly grade level team meetings and is shared school-wide and district-wide. Additionally, data is shared at PTO meetings, parent conferences, school board meetings, on the district website's MMS Parent Portal and in district newsletters. In weekly team meetings, data is shared and ways to improve and enhance instruction are discussed.

## **Decision Making**

Instructional teams review the results of unit pre and post-tests in order to make decisions about curriculum and instruction and to identify students in need of intervention. Students in need of enhanced, more challenging instruction due to early mastery are also identified. Data will continue to be reviewed and lines of communication with all stakeholders will be kept open in order to provide the very best opportunities for student success. Horizontal and vertical team meetings will be used to promote decision-making across subject and grade levels.

## **School Climate**

Franklin Middle School continues to promote a positive school climate and increased student success by determining academic needs and providing competency recovery. School administration is present and available for communication with parent/guardians daily at drop-off and pick-up times. Parents are also encouraged to make appointments to meet with administration and teachers as desired. FMS has an active PTO and is in the process of implementing social media accounts as additional forms of communication. Parents/guardians have been included on school leadership teams to provide them the opportunity to express ideas and advice for school improvement. Also, the NITT Climate Survey is used to gather data on family/school relations. Communication with stakeholders can also be implemented with the district's *One Call Now* system, the Home/School Hotline and newsletters.

## **Highly Qualified Staff**

All Franklin Middle School teachers meet the requirements to be identified as Highly Qualified. No new staff is hired without having met these requirements.

## **Expanded Learning Opportunities**

Instructional teams at FMS meet to develop and refine units of instruction and to review student data. Expansion of instructional time is determined by individual student needs. After school tutoring is offered at each grade level. More time has been allocated for STEM-based activities within the school day and at Parent/Community STEM Nights. These STEM activities and nights provide “real-world” challenges for students and their parents as well.