NORTH ANDOVER
PUBLIC SCHOOLS

School Improvement Plan
2025-2026



Franklin School
2 Cypress Terrace
North Andover, MA 01845

Goal 1

GOAL DESCRIPTION
All students will engage in rigorous, grade-level learning experiences, grounded in high-quality instructional materials (HQIM) where available, that are consistent across classrooms, equitable for all learners, and designed to build the knowledge and skills needed for success in college, career, and life.

CURRENT STATUS/DATA/REASON FOR THE GOAL
Students in subgroups are not finding as much success on our MCAS & other accountability data
DESE school and district performance summary

IMPROVEMENT BENCHMARKS

- 100% of teachers will implement the Eureka² program with fidelity
- 100% of teachers will continue to implement and refine their instructional practices with Heggerty, Fundations, and Wit & Wisdom
- 100% of teacher teams will meet at least 6x a year to unpack Eureka² topics
- 100% of teacher teams, including special education liaison, will meet at least 5x a year to examine literacy data to plan instruction

STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
☐ Principals will participate in a Professional Learning Arc and subsequent class visits that will support increased abilities to provide meaningful instructional feedback to teachers	Principals, Assistant Superintendent	Principal Arc Dates
☐ School leaders will visit every classroom at least 2-3 times per term and discuss implementation feedback with teachers	FCIs, Principals, Directors	Class visits at least 3 times per year
☐ Before the start of each Eureka² Module, the FCI will lead the team through topic unpacking using the Topic Unpacking Tool (at least 6 times per year)	All Staff	Unpacking 6 times per year Professional development calendar
☐ All classrooms will use High Quality Curriculum Materials (Eureka², Wit & Wisdom, Heggerty, and Fundations) with increased integrity from the 25-26 school year	District leadership & FCIs	2025-2026 School year
☐ Data Meetings 5X a year	Franklin staff	BOY/ MOY/EOY PM
☐ The assistant principal of student services will	Assistant Principal, Special Education Teachers/Staff	Data analysis 5 times per year

regularly meet with special education staff to analyze data and make adjustments to methodology and programming as needed.		

Outcomes:
The opportunity gap (difference between White Students and Hispanic/Latino students) will close by at least half for the 25-26 school year as demonstrated on the DIBELS and MAP district assessments. This will differ by grade level and assessment. (If the existing gap is 40 percentage points, the goal would be to reduce this gap by 20 percentage points)

Goal 2

GOAL DESCRIPTION
Multi-Tiered System of Support (MTSS) and Equity
We will create and strengthen systems that support all students at all tiers (Tier 1, Tier 2, Tier 3) of instruction in both traditional academic subjects and Social Emotional Learning

CURRENT STATUS/DATA/REASON FOR THE GOAL
Students in subgroups are not finding as much success on our MCAS & other accountability data
DESE school and district performance summary

IMPROVEMENT BENCHMARKS

- 100% of 1-5 grade levels will use common assessments that coordinate with Tier 1, Tier 2, and Tier 3 instruction
- 100% of 1-5 staff will use assessment data sources (DIBELS, MAP, FQTs, etc.) to target student needs in WIN blocks
- 100% of inclusion special education teachers will engage in Small Group Instruction training provided by The HILL for Literacy
- 100% of first-grade teachers will engage in Science of Reading training provided by The HILL for Literacy

STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
☐ Principals will participate in the Teaching and Learning Equity Learning Arc to continue to learn about the connection between MTSS and Equity	Principals, Supt. and Asst Supt, Director	Professional Development Calendar
☐ Leadership teams and teachers will use collaboration time to look at student work, modify lessons and assessments, and review strengths or areas of growth in practice	Principal, Asst. Principal, Grade-level teams, Specialists teams	District Assessment Calendar
☐ FCIs will lead the analysis of Module FQTs with teams using the NAPS Looking at Student Work Tool (at least one	Grade-level teams	Record on Franklin sheets monthly

meeting per month), recording team progress at least monthly ☐ Inclusion special educators will attend 4, 2.5-hour small group instruction trainings and participate in follow-up coaching ☐ Educators will progress monitor identified students every other week using DIBELS progress monitoring measures ☐ First-grade teachers will attend 6, 2-hour science of reading trainings and participate in follow-up coaching	The HILL for Literacy, district trainers, and inclusion staff Special Education teachers, Reading team, and classroom teachers The HILL for Literacy, district trainers, and inclusion staff	Professional Development Calendar Bi-weekly Professional Development Calendar
<u>OUTCOMES:</u> 80% of students will be proficient based on the end of the year DIBELS composite score.		

Goal 3		
<u>GOAL DESCRIPTION</u> By the end of the school year, the newly merged elementary school community will have demonstrated a cohesive and inclusive school culture, where all students, families, and staff feel a sense of belonging, engagement, and shared identity, as measured by school climate data, participation rates, and stakeholder feedback.		
<u>CURRENT STATUS/DATA/REASON FOR THE GOAL</u> North Andover has undergone a reduction in school buildings, and Franklin will integrate a variety of students from Kittredge, ABECC, newly registered families, new RISE programs, and two new building administration leaders. This provides an opportunity to intentionally build an inclusive community and culture.		
<u>IMPROVEMENT BENCHMARKS</u> • Increase student attendance within the High Needs subgroup by 5% • Utilize Student/Staff/ Family survey B/M/E of the year data to inform and measure cultural improvements		
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
☐ Schools' Counselor will lead lunch groups with new students & create Lenny Learning Surveys for student feedback ☐ Staff and leadership team will lead Community/ Morning Meetings as a building	School Counselor All Franklin Staff	September & as needed during the school year TBD with stakeholder feedback Beginning/Middle/End

☐ The School Council Team will create, deliver, and analyze a family survey	School Council	Starting in October
☐ The School Leadership Team will create a student council	Leadership Team	Before each event is planned
☐ Planning of school events will intentionally seek to incorporate all members of the school community (RISE, PTO, school council, student council, LAUNCH)	Leadership Team	One project per group by end of year
☐ Each group will engage in a community-building project aimed at supporting the community at large and building inclusivity among members	Leadership Team, Student Council, School Council	August/September
☐ School leaders conduct 1-to-1 meetings with various groups to gain an understanding of the current culture	Principal/ Assistant Principal	January/June
☐ School leaders conduct staff surveys to monitor culture changes and adapt based on the data	Principal/ Assistant Principal	

OUTCOMES
Student attendance in all high needs subgroups (English Learners, Students with Disabilities and Economically Disadvantaged Students) will increase by 5 percentage points over FY25 levels.