

Port Angeles School District
Franklin Elementary School

Needs Assessment

By:

Completed On:



Continuous
School Improvement Plan
2017 - 2018

Board Meeting – October 19, 2017

DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success.

PART 5: NUTRITION AND PHYSICAL FITNESS POLICY 6700

Each school will report their educational plan biennially to the Board.

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

Please identify all of your school's professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school's basic staff development allocation.

PART 9: EXECUTIVE SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by Monday, October 9, 2017. Presentation will be at the Thursday, October 19, 2017 Board meeting. A mid-year review is due for presentation at the February 22, 2018 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 21, 2018 Board meeting.

PART 10: SIGN-OFF SHEET

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 19, 2017.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

STRATEGIC GOALS AND OBJECTIVES FOR 2017-18

Directions: Please make sure that the district’s strategic plan goals are identified in the following spaces.

| | |
|---------------------|---|
| GOAL 1 | Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement. |
| OBJECTIVE(S) | 1:1 Create a culture of trust among staff, students, and community. |
| | 1:2 Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed. |
| | 1:3 Have 100% of students in Grades 7 – 12 engaged in extracurricular activities. |
| GOAL 2 | Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations. |
| OBJECTIVE(S) | 2:1 All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data. |
| | 2:2 All students will receive the necessary support to successfully matriculate through the system. |
| | 2:3 Reinstate all-day kindergarten as soon as fiscally sustainable. |
| GOAL 3 | Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals. |
| OBJECTIVE(S) | 3:1 Create a more efficient and equitable resource distribution system. |
| | 3:2 Create an infrastructure that supports student learning. |
| GOAL 4 | Adaptability: To be adaptable in our support of student achievement. |
| OBJECTIVE(S) | 4:1 Create a data-driven adaptable education system. |
| GOAL 5 | Community: To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community. |
| OBJECTIVE(S) | 5:1 Leverage community resources and Expertise to further the education of all students. |

PART 2: DATA ANALYSIS

| Color Key |
|-------------------------|
| Above State Avg. |
| At, or Near, State Avg. |
| Below State Avg. |

SBA & MSP DATA

| Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | SBA 2017 | State 2017 | Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | SBA 2017 | State 2017 |
|--|-------------|---------------|-------------|---------------|---|-------------|---------------|-------------|---------------|
| Reading/ELA 3: % of students at each level | | | | | Math 3: % of students at each level | | | | |
| Level 1: | 27% | 21.5% | 22.5% | 23.8% | Level 1: | 37% | 18.2% | 14.7% | 19.9% |
| Level 2: | 38% | 22.1% | 20.9% | 21.7% | Level 2: | 32% | 20.8% | 24.5% | 20.4% |
| Level 3: | 23% | 23.0% | 27.4% | 22.7% | Level 3: | 21% | 31.0% | 37.6% | 29.4% |
| Level 4: | 12% | 30.9% | 29.0% | 29.5% | Level 4: | 10% | 27.5% | 22.9% | 28.1% |
| Reading/ELA 3: % Meeting Standard: | 35% | 54.3% | 56.4% | 52.6% | Math 3: % Meeting Standard: | 31% | 58.9% | 60.6% | 57.8% |
| % Not Meeting Standard: | 65% | 45.6% | 43.5% | 47.3% | % Not Meeting Standard: | 69% | 41.0% | 23.7% | 42.1% |

| Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | | | Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | SBA 2017 | State 2017 |
|--|-------------|---------------|-------|-------|---|-------------|---------------|-------------|---------------|
| Reading/ELA 4: % of students at each level | | | | | Math 4: % of students at each level | | | | |
| Level 1: | 21% | 23.1% | 26.7% | 25.2% | Level 1: | 14% | 15.7% | 17.8% | 17.3% |
| Level 2: | 26% | 18.0% | 23.2% | 17.7% | | 37% | 26.9% | 28.5% | 26.5% |
| Level 3: | 28% | 24.5% | 21.3% | 24.0% | | 26% | 28.3% | 26.7% | 27.7% |
| Level 4: | 26% | 32.0% | 28.5% | 30.7% | | 21% | 26.6% | 26.7% | 26.2% |
| Reading/ELA 4: % Meeting Standard: | 54% | 57.0% | 50.0% | 55.2% | Math 4: % Meeting Standard: | 48% | 55.4% | 53.5% | 54.3% |
| % Not Meeting Standard: | 47% | 42.9% | 50.0% | 44.7% | | 51% | 44.5% | 46.4% | 45.6% |

PART 2: DATA ANALYSIS

SBA & MSP DATA

| Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | SBA 2017 | State 2017 |
|--|-------------|---------------|--------------|---------------|
| 28MSP Science 5: % of students at each level | | | | |
| Level 1: | 7% | 15.4% | 11.3% | 15.7% |
| Level 2: | 6% | 17.1% | 14.4% | 18.8% |
| Level 3: | 37% | 31.8% | 30.8% | 29.7% |
| Level 4: | 50% | 32.9% | 41.9% | 33.2% |
| MSP Science 5: % Meeting Standard: | 87% | 65.3% | 72.8% | 63.4% |
| % Not Meeting Standard: | 13% | 34.6% | 27.1% | 36.5% |

| Color Key |
|-------------------------|
| Above State Avg. |
| At, or Near, State Avg. |
| Below State Avg. |

| Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | SBA 2017 | State 2017 | Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | SBA 2017 | State 2017 |
|--|-------------|---------------|--------------|---------------|---|-------------|---------------|--------------|---------------|
| Reading/ELA 5: % of students at each level | | | | | Math 5: % of students at each level | | | | |
| Level 1: | 17% | 20.1% | 17.3% | 21.9% | Level 1: | 20% | 23.3% | 32.6% | 25.0% |
| Level 2: | 17% | 17.4% | 23.0% | 17.7% | Level 2: | 20% | 25.5% | 17.3% | 24.6% |
| Level 3: | 39% | 32.1% | 30.7% | 31.0% | Level 3: | 41% | 20.2% | 25.0% | 19.5% |
| Level 4: | 28% | 27.4% | 28.8% | 27.2% | Level 4: | 19% | 28.5% | 25.0% | 28.8% |
| Reading/ELA 5: % Meeting Standard: | 67% | 60.1% | 59.6% | 58.6% | Math 5: % Meeting Standard: | 59% | 49.2% | 50.0% | 48.6% |
| % Not Meeting Standard: | 34% | 39.8% | 40.3% | 41.3% | % Not Meeting Standard: | 40% | 50.7% | 50.0% | 51.3% |

PART 2: DATA ANALYSIS

SBA & MSP DATA

| Color Key |
|-------------------------|
| Above State Avg. |
| At, or Near, State Avg. |
| Below State Avg. |

| Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | SBA 2017 | State 2017 | Analysis Tool/ Measurement Device | SBA 2016 | State 2016 | SBA 2017 | State 2017 |
|--|-------------|---------------|-------------|---------------|---|-------------|---------------|-------------|---------------|
| Reading/ELA 6: % of students at each level | | | | | Math 6: % of students at each level | | | | |
| Level 1: | 18% | 18.3% | 10.5% | 19.2% | Level 1: | 29% | 23.5% | 22.8% | 23.9% |
| Level 2: | 25% | 23.2% | 22.8% | 23.4% | Level 2: | 36% | 26.3% | 21.0% | 25.9% |
| Level 3: | 50% | 34.2% | 40.2% | 34.2% | Level 3: | 20% | 21.5% | 31.5% | 21.9% |
| Level 4: | 9% | 21.8% | 24.5% | 20.7% | Level 4: | 16% | 26.2% | 24.5% | 25.9% |
| Reading/ELA 6: % Meeting Standard: | 59% | 56.5% | 66.0% | 55.5% | Math 6: % Meeting Standard: | 34% | 48.0% | 56.1% | 48.2% |
| % Not Meeting Standard: | 41% | 43.4% | 35.0% | 44.4% | % Not Meeting Standard: | 65% | 51.9% | 43.8% | 51.7% |

Needs Assessments Implications:

- Our current fifth grade cohort continues to need support in both ELA and math.
- Our current sixth grade students have a need for math support.
- Incoming third grade students performed well on the SBA last year, but we have a number of students who are borderline and need to maintain their progress.

PART 2: DATA ANALYSIS

SBA & MSP DISAGGREGATION DATA

| Color Key |
|-------------------------|
| Above State Avg. |
| At, or Near, State Avg. |
| Below State Avg. |

Directions: Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. If <5, enter an asterisk(*).

| Sub-Groups | GRADE 3 ELA | | | | | | GRADE 3 MATH | | | | | |
|------------|-------------|------------|----------|------------|--|--|--------------|------------|----------|------------|--|--|
| | SBA 2016 | State 2016 | SBA 2017 | State 2017 | | | SBA 2016 | State 2016 | SBA 2017 | State 2017 | | |
| Male | 45 | 50.5 | 60 | 49 | | | 47 | 59.6 | 64.7 | 58.6 | | |
| Female | 16 | 58.4 | 52 | 56.4 | | | 5 | 58.1 | 55.5 | 56.9 | | |
| Low Income | 25 | 37.7 | 47 | 35.6 | | | 9 | 43.9 | 51.5 | 42.1 | | |
| Special Ed | 17 | | 44.7 | 24.7 | | | 17 | | 42.1 | 28.4 | | |

| Sub-Groups | GRADE 4 ELA | | | | | | GRADE 4 MATH | | | | | |
|------------|-------------|------------|----------|------------|--|--|--------------|------------|----------|------------|--|--|
| | SBA 2016 | State 2016 | SBA 2017 | State 2017 | | | SBA 2016 | State 2016 | SBA 2017 | State 2017 | | |
| Male | 55 | 53 | 57 | 51.5 | | | 45 | 56.5 | 62.8 | 55.8 | | |
| Female | 52 | 61.2 | 38 | 59 | | | 52 | 54.2 | 38.0 | 52.8 | | |
| Low Income | 48 | 40.2 | 34.2 | 37.9 | | | 35 | 38.9 | 42.8 | 38 | | |
| Special Ed | 17 | | 35.7 | 22.7 | | | 33 | | 42.8 | 24 | | |

| Sub-Groups | GRADE 5 SCIENCE | | | | | |
|------------|-----------------|------------|----------|------------|--|--|
| | MSP 2016 | State 2016 | MSP 2017 | State 2017 | | |
| Male | 82 | 64.4 | 70.9 | 62.2 | | |
| Female | 91 | 66.2 | 75.0 | 64.5 | | |
| Low Income | 80 | 49.4 | 65.8 | 46.5 | | |
| Special Ed | 50 | | 46.9 | 32.6 | | |

PART 2: DATA ANALYSIS

SBA & MSP DISAGGREGATION DATA

| |
|-------------------------|
| Color Key |
| Above State Avg. |
| At, or Near, State Avg. |
| Below State Avg. |

| Sub-Groups | GRADE 5 ELA | | | | | | GRADE 5 MATH | | | | | |
|------------|-------------|------------|----------|------------|--|--|--------------|------------|----------|------------|--|--|
| | SBA 2016 | State 2016 | SBA 2017 | State 2017 | | | SBA 2016 | State 2016 | SBA 2017 | State 2017 | | |
| Male | 50 | 54.6 | 53.8 | 53.6 | | | 64 | 50.1 | 50.0 | 49.9 | | |
| Female | 78 | 65.8 | 65.3 | 63.8 | | | 56 | 48.2 | 50.0 | 47.2 | | |
| Low Income | 53 | 43.5 | 50.0 | 41.2 | | | 37 | 32.5 | 32.1 | 31.1 | | |
| Special Ed | 50 | | 16.3 | 22.2 | | | 17 | | 20.4 | 17.5 | | |

| Sub-Groups | GRADE 6 ELA | | | | | | GRADE 6 MATH | | | | | |
|------------|-------------|------------|----------|------------|--|--|--------------|------------|----------|------------|--|--|
| | SBA 2016 | State 2016 | SBA 2017 | State 2017 | | | SBA 2016 | State 2016 | SBA 2017 | State 2017 | | |
| Male | 49 | 50.6 | 47.6 | 49.8 | | | 31 | 47.1 | 47.6 | 47.7 | | |
| Female | 70 | 62.7 | 75.0 | 61.5 | | | 39 | 49.1 | 61.1 | 49.4 | | |
| Low Income | 48 | 39.3 | 45.1 | 37.4 | | | 29 | 30.5 | 41.9 | 30.3 | | |
| Special Ed | 29 | | 30.9 | 18.2 | | | * | | 14.2 | 13.9 | | |

Needs Assessments Implications

- Franklin will work with our fifth grade cohort in both reading and math. Our girls continue to underperform in both ELA and math compared to our boys.
- We will offer a girls only math after school enrichment for the first semester and open it up to boys the second semester.
- We will offer RtI services to our fifth grade students this year in reading as well.
- We do not have any other grade levels with gender gaps according to the SBA results.
- Although our low income students outperform the state average, we will continue to work to give them every opportunity to perform well throughout their academic experience at Franklin. They still perform below the overall average for all students.

PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

| Analysis Tool/ Measurement Device | Results for 2016-17 | | | | | Results 2017-18 | | | | |
|--|---------------------|----------------------------------|------------------------------------|------------------------------------|--------------------------|---------------------|----------------------------------|------------------------------------|------------------------------------|--------------------------|
| | Reading | | | | | Reading | | | | |
| K-WA Kids Assessment (WA-K) Developmental Reading Assessment (DRA) or Analytical Reading Inventory (ARI) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard) Or Houghton Mifflin Unit Assessment | Grade | Fall | Winter | Spring | District Benchmark | Grade | Fall | Winter | Spring | District Benchmark |
| | K | 7 of 9 Sounds (81%) | 16 of 26 Sounds (77%) | 26 of 26 Sounds (91%) | Blending (86%) | K | 7 of 9 Sounds (--%) | 16 of 26 Sounds (--%) | 26 of 26 Sounds (--%) | Blending (--%) |
| | | ARI/DRA | ELA | ELA | Mid/EOY Writing | | ARI/DRA | ELA | ELA | EOY Writing |
| | 1 | Not Required | 70% | 95% | 68% | 1 | | | | |
| | 2 | STAR 61% | STAR 61% | STAR 61% | 69%/70% | 2 | | | | |
| | 3 | MAP 54% | MAP 57% | STAR 61% MAP 59% | 68% | 3 | | | | |
| | 4 | MAP 46% | MAP 52% | MAP 63% | 67% | 4 | | | | |
| | 5 | MAP 56% | MAP 66% | MAP 51% | 68% | 5 | | | | |
| | 6 | MAP 60% | MAP 69% | MAP 67% | 86/88% | 6 | | | | |
| NWEA MAP or Curriculum Benchmark Tests District Writing Benchmarks Fall, Winter, Spring (percent of students at standard) | Math | | | | Math | | | | | |
| | Grade | Fall | Winter | Spring | Grade | Fall | Winter | Spring | | |
| | K | Test in Development* | | | K | | | | | |
| | 1 | SF(1-4)80% | SF(5-8)82% | SF(9-12)84% | 1 | | | | | |
| | 2 | SF(1-4)89% | SF(5-8)94% | SF(9-12)84% | 2 | | | | | |
| | 3 | MAP 51% | MAP 48% | MAP 60% | 3 | | | | | |
| | 4 | MAP 35% | MAP 44% | MAP 52% | 4 | | | | | |
| | 5 | MAP 46% | MAP 45% | MAP 37% | 5 | | | | | |
| 6 | MAP 46% | MAP 55% | MAP 58% | 6 | | | | | | |
| District Science Kit Assessments (FOSS Kits) (percent of students at standard) *Tests do not match the kits | Science | | | | Science | | | | | |
| | Grade | Physical Science | Life Science | Earth Science | Grade | Physical Science | Life Science | Earth Science | | |
| | K | 100% | 100% | * | K | | | | | |
| | 1 | 95% | * | 84% | 1 | | | | | |
| | 2 | 76% | 92% | 96% | 2 | | | | | |
| | 3 | 78% | * | 88% | 3 | | | | | |
| | 4 | 83% | * | * | 4 | | | | | |
| | 5 | 63% (MAP) | 76% (MAP) | 84% Variables | 5 | | | | | |
| 6 | 88% | 76% | 80% | 6 | | | | | | |

PART 3: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

| Summary Student Internal Accountability System Demographic Data (end-of-year data) | | | | | | | | | | | | | |
|---|---------------------------|------------------------------|--------------------|-----------|-------------------|------------------------|--|---------------------------|------------------------------|--------------------|-----------|-------------------|------------------------|
| Internal Assessment Results for 2016-17 (EOY) | | | | | | | Internal Assessment Results for 2017-18 (EOY) | | | | | | |
| Grade | Unexcused Absences | Avg. Daily Attendance | Suspensions | | Expulsions | Court Petitions | Grade | Unexcused Absences | Avg. Daily Attendance | Suspensions | | Expulsions | Court Petitions |
| | | | Short-Term | Long-Term | | | | | | Short-Term | Long-Term | | |
| K | 28.5 | 93.90% | 0 | 0 | 0 | 1 | K | | | | | | |
| 1 | 24.0 | 94.60% | 1 | 0 | 0 | 0 | 1 | | | | | | |
| 2 | 21.5 | 94.50% | 0 | 0 | 0 | 1 | 2 | | | | | | |
| 3 | 28.0 | 95.22% | 0 | 0 | 0 | 0 | 3 | | | | | | |
| 4 | 11.5 | 94.40% | 0 | 0 | 0 | 0 | 4 | | | | | | |
| 5 | 7.0 | 94.45% | 10 | 0 | 0 | 1 | 5 | | | | | | |
| 6 | 4.5 | 95.19% | 5 | 0 | 0 | 0 | 6 | | | | | | |

| Summary of Student Support Services | | | | |
|--|---------------------------------------|---|------------|--------------------------------------|
| Grade | Special Education (not speech) | Homeless EOY Number of Homeless Students | 504 | Student Assistance Team (SAT) |
| K | 0 | 0 | 0 | 2 |
| 1 | 5 | 2 | 0 | 0 |
| 2 | 7 | 1 | 0 | 2 |
| 3 | 8 | 0 | 2 | 0 |
| 4 | 9 | 2 | 0 | 0 |
| 5 | 16 | 0 | 1 | 0 |
| 6 | 7 | 0 | 3 | 0 |
| | 52 | 5 | 6 | 4 |

PART 2: DATA ANALYSIS

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your school’s grade levels and that which will assist you in focusing your plan.

| Data Source | Information Provided By Data | Summary 2016-17 EOY | |
|---------------------------|---|--|---|
| Attendance Report | Percent of students present per day (2016-17). | 94.61% | |
| Unexcused Absences | Total number of absences not excused (2016-17). | 127 | |
| Discipline Report | Summary of discipline activity for the building (2016-17). | Drugs/Alcohol: 0 Tobacco: 1 Weapons: 2 Fighting/Assaults: 0 | Court Petitions: 3 Expulsions: 0 Short-term Suspensions: 16 Long-term Suspensions: 0 |
| Free/Reduced Lunch Report | Percent of students where family income is below federally established poverty level (2016-17). | 56.2 | |
| Gender Report | Number of male and female students as reported by the 2016-17 OSPI School Report Card | Males: 51% Females: 49% | |
| Ethnicity Report | Percent of students by ethnic groups as reported by the 2016-17 OSPI School Report Card | American Indian or Alaskan Native: 3.3% Asian or Pacific Islander: 2.9% Black: 1.4% Hispanic: 10.2% White: 73.1% | |
| Staff Report | Staff demographic data as reported in the 2016-17 OSPI School Report Card | Headcount: 28 Overall Ratio: 1:15 | Average Years of Exp: 16 Percent ≥ a Master’s Degree: 75% |

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

AREAS OF STRENGTH AND IMPROVEMENT

| AREAS OF STRENGTH | AREAS FOR IMPROVEMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------|------------|--|--|--|----------|-------|------------|-------------------------|------|------|------|-------------------------|------|------|------|-------------------------|------|------|------|-------------------------|------|------|------|--|--|--|--|----------------------|------|------|-------|----------------------|------|------|------|----------------------|------|------|------|----------------------|------|------|------|--|--|--|--|-------------------------|------|------|------|
| <ul style="list-style-type: none"> • 91% of our kindergarten students mastered 26 out of 26 letter sounds by the end of the year • 95% of our first grade students reached standard on the DRA reading at a level 16 by the end of first grade • Our second grade students performed well with 84-94% meeting standard on classroom based math assessments • 60.6% of our third grade students passed the math SBA • Our fourth grade students made marked improvement on the SBA. Girls improved from 5% passage in grade 3 to 38% passage in grade four on the math portion of the SBA. • Our fifth grade students outperformed the state in all areas including science, math, and ELA. • Our sixth grade students scored 11 percentage points higher than the state in reading and 8 points higher in math. • Franklin low income students outscored those around the state in 8 out of 9 tested grade levels. • Franklin special education students outscored special education students around the state in 8 out of 9 tested grade levels. | <ul style="list-style-type: none"> • We will work to improve the performance of our youngest tested students (grade three). • We will continue to work toward greater gains in both math and ELA in all grade levels. • We will work to motivate students to want to learn and come to school each day as participants in their education. <table border="1" style="margin-top: 10px;"> <thead> <tr> <th colspan="4" style="background-color: #d9ead3;">3 year SBA Avg.</th> </tr> <tr> <th></th> <th>Franklin</th> <th>State</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">3rd Reading</td> <td>47.5</td> <td>53.3</td> <td style="background-color: #ffff00;">-5.8</td> </tr> <tr> <td style="background-color: #d9ead3;">4th Reading</td> <td>58.5</td> <td>55.9</td> <td style="background-color: #d9ead3;">+2.6</td> </tr> <tr> <td style="background-color: #d9ead3;">5th Reading</td> <td>61.5</td> <td>59.1</td> <td style="background-color: #d9ead3;">+2.4</td> </tr> <tr> <td style="background-color: #d9ead3;">6th Reading</td> <td>61.9</td> <td>55.7</td> <td style="background-color: #92d050;">+6.2</td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td style="background-color: #d9ead3;">3rd Math</td> <td>44.5</td> <td>57.8</td> <td style="background-color: #ffff00;">-13.3</td> </tr> <tr> <td style="background-color: #d9ead3;">4th Math</td> <td>53.3</td> <td>54.9</td> <td style="background-color: #d9ead3;">+1.6</td> </tr> <tr> <td style="background-color: #d9ead3;">5th Math</td> <td>53.3</td> <td>48.6</td> <td style="background-color: #92d050;">+4.7</td> </tr> <tr> <td style="background-color: #d9ead3;">6th Math</td> <td>47.4</td> <td>47.6</td> <td style="background-color: #d9ead3;">-0.2</td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td style="background-color: #d9ead3;">5th Science</td> <td>73.7</td> <td>64.1</td> <td style="background-color: #92d050;">+9.6</td> </tr> </tbody> </table> | 3 year SBA Avg. | | | | | Franklin | State | Difference | 3 rd Reading | 47.5 | 53.3 | -5.8 | 4 th Reading | 58.5 | 55.9 | +2.6 | 5 th Reading | 61.5 | 59.1 | +2.4 | 6 th Reading | 61.9 | 55.7 | +6.2 | | | | | 3 rd Math | 44.5 | 57.8 | -13.3 | 4 th Math | 53.3 | 54.9 | +1.6 | 5 th Math | 53.3 | 48.6 | +4.7 | 6 th Math | 47.4 | 47.6 | -0.2 | | | | | 5 th Science | 73.7 | 64.1 | +9.6 |
| 3 year SBA Avg. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Franklin | State | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 rd Reading | 47.5 | 53.3 | -5.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 th Reading | 58.5 | 55.9 | +2.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 th Reading | 61.5 | 59.1 | +2.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 th Reading | 61.9 | 55.7 | +6.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 rd Math | 44.5 | 57.8 | -13.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 th Math | 53.3 | 54.9 | +1.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 th Math | 53.3 | 48.6 | +4.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 th Math | 47.4 | 47.6 | -0.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 th Science | 73.7 | 64.1 | +9.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 1: Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

Objective 1.1: Create a culture of trust among staff, students, and community.

| Schoolwide Reform Strategies Franklin GOAL 1 | We will improve our ability to serve the social and emotional needs of our students. We want to ensure they all can become successful learners by learning to deal with stressful situations. We will do this by improving our understanding of how to teach resiliency. We will start by learning more through professional development, having conversations throughout our Franklin community, and providing a safe place for students to learn and grow every day. | | | | |
|---|--|------------------------|--------------------------------------|-------------------------------------|--|
| ACTIVITIES | START & END DATES | PERSONS RESPONSIBLE | REVIEWED BY | COMPLETED | |
| | Yes | Comments | | | |
| Discuss the movie Resilience as a staff and talk about what we can do to provide a safe atmosphere for students. | August Collaborative Days | Principal, Staff | Principal, Staff | <input checked="" type="checkbox"/> | |
| Revisit the conversation begun in August throughout the year through articles and collaborative discussions. | September-June | Principal, FILT, Staff | Staff | <input type="checkbox"/> | |
| Share staff conversations with the larger Franklin Community to educate others about resilience and the possibility of providing support to our students. | September-June | PTO, Principal | Principal, FILT, PTO Representatives | <input type="checkbox"/> | |
| Identify students who need extra time and support. Work to connect them with resources both within our school and throughout our community. | September-June | Principal, Staff | Principal, Staff | <input type="checkbox"/> | |
| 20 staff members signed up to participate in a book study on motivating and inspiring learners. We will work together to meet the needs of our students. | November-February | Lara Hernandez | Lara Hernandez and Amity Butler | <input type="checkbox"/> | |

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
Objective 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in ELA.
Objective 2.2: All students will receive the necessary support to successfully matriculate through the system in ELA.

| Schoolwide Reform Strategies Franklin Goal 2 – ELA | Eighty-five percent of Franklin students will exceed grade level or make at least one year’s growth in reading as measured by district assessment data. This goal will enable our students to outperform the state on the Smarter Balanced Assessment in all grade levels in English Language Arts (ELA). | | | | |
|--|---|---|-------------------------------|--------------------------|-----------------|
| ACTIVITIES | START & END DATES | PERSONS RESPONSIBLE | REVIEWED BY | COMPLETED | |
| | | | | Yes | Comments |
| We will continue to examine ways to integrate reading and writing while growing our nonfiction text collection for students. We will also share strategies for daily routines as to how to include writing and vocabulary development across the curriculum every day. | August, 2017- June, 2018 | All Staff | FILT, ELA Vertical Team | <input type="checkbox"/> | |
| We will dedicate time for staff to discuss writing instruction and look at student writing to find gaps and discuss strategies to improve student writing. | August, 2017- May, 2018 | Grade Level Teams, ELA Vertical Team | FILT, Grade Level Teams | <input type="checkbox"/> | |
| We will focus on encouraging students to write about what they know as well as learn to use text references to defend an argument or opinion. | October, 2017- April, 2018 | Grade Level Teams | FILT, Grade Level Teams | <input type="checkbox"/> | |
| We will plan a reading night at Franklin supporting reading with our students and their families. | January, 2018 | ELA Vertical Team | FILT, ELA Vertical Team | <input type="checkbox"/> | |

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in Math.

OBJECTIVE 2.2: All students will receive the necessary support to successfully matriculate through the system in Math.

| | | | | | | | |
|---|--|--|---------------------------|--------------------------|-----------------|----------------------|--|
| Schoolwide Reform Strategies Franklin Goal 3 – Math | We will work to score above the state at each grade level in math according to the Smarter Balanced Assessment. Cohort data is shaded below. | | Math | | | | |
| | | | Grade level | 2015-16 | 2016-17 | Goal: 2017-18 | |
| | | | 3 rd | 31% | 61% | 60% | |
| | | | 4 th | 48% | 54% | 62% | |
| | | | 5 th | 59% | 50% | 60% | |
| | | 6 th | 34% | 56% | 60% | | |
| ACTIVITIES | START & END DATES | PERSONS RESPONSIBLE | REVIEWED BY | COMPLETED | | | |
| | | | | Yes | Comments | | |
| We will collaborate with colleagues throughout our school and district through observations and conversation. | October-December, 2018 | Classroom teachers | Principal, teachers | <input type="checkbox"/> | | | |
| We will use interim assessments to monitor our progress throughout the school year. Grades 3-6: SBA assessments and MAP testing. Kindergarten will use a newly developed assessment tool, Grades 1-2 : CBAs | September, 2017- June, 2018 | Classroom Teachers, FILT, Principal, Grade level teams | FILT, Principal, teachers | <input type="checkbox"/> | | | |
| Our school math committee will introduce Illustrative Mathematics activities to staff during early release times as was to explore math further and lead <u>math talks in the classrooms.</u> | September, 2017- February, 2018 | Math Vertical Team | FILT, Math Vertical Team | <input type="checkbox"/> | | | |
| We will find ways to support small group math instruction during the day and after school. We will utilize volunteer support as well as push in para educator support along with after school enrichment. | October, 2017 – June, 2018 | All staff | Principal, staff | <input type="checkbox"/> | | | |

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2: All students will receive the necessary support to successfully matriculate through the system.

| Schoolwide Reform Strategies Goal 4 – Closing the Attendance Gap | We would like to increase our average daily attendance from 94.6% in the 2016-17 school year to 96% in the 2017-18 school year. | | | | |
|---|---|-----------------------------|------------------------------------|--------------------------|--|
| ACTIVITIES | START & END DATES | PERSONS RESPONSIBLE | REVIEWED BY | COMPLETED | |
| Each month we will advertise and incentive for students to be at school on time each day. | October-May | Staff, PBIS team, Principal | Office Staff, Principal, PBIS Team | <input type="checkbox"/> | |
| We will work to teach the importance of arriving at school every day on time to both students and parents through newsletters, emails, and other forms of communication home. | September-May | Staff, Families | Staff, Families | <input type="checkbox"/> | |
| We will track the number of students who arrive late, leave early, and who are absent each day and advertise these numbers to our families working to improve upon them. | September-May | Office Staff | Office Staff | <input type="checkbox"/> | |
| We will work to make school the place all students want to be because it is a safe, predictable location full of staff who care about them and demonstrate compassion. | September-May | All Staff | All Staff | <input type="checkbox"/> | |

PART 5: NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

Directions: Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

| Activities | Start/End Dates | Persons Responsible | Completed | |
|---|-----------------------|--|--------------------------|----------|
| | | | Yes | Comments |
| Physical Education classes taught by certified P.E. instructor. <ul style="list-style-type: none"> • K 1 x 30 minutes per week (30) • 1-3 2 x 30 minutes per week (60) • 4-5 2 x 40 min + 1 x 30 min every other week, (110) • 6 2 x 40 minutes per week (80) | September - June 2017 | Campbell Kirkman, PE Teacher | <input type="checkbox"/> | |
| Opportunity for additional minutes: <ul style="list-style-type: none"> • Classroom Brain Boosters (resources shared with classroom teachers) | September - June 2017 | Campbell Kirkman, PE Teacher Classroom Teachers | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • We are working on setting up a running club to provide an after school and possible during lunch option for students. | November-May | Campbell Kirkman, Jessica Baccus | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • We have a parent who may teach yoga to students prior to school two days a week. | November-May | Campbell Kirkman, Franklin Parent | <input type="checkbox"/> | |

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

| Category | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|-------------|
| Clear & Shared Focus | 85% | 89% | X | 93% | 90% |
| Effective School Leadership | 83% | 86% | X | 90% | 90% |
| High Standards & Expectations | 63% | 74% | X | 82% | 78% |
| High Levels of Collaboration and Communication | 86% | 85% | X | 87% | 85% |
| Supportive Learning Environment | 89% | 90% | X | 93% | 94% |
| Frequent Monitoring of Teaching and Learning | 69% | 72% | X | 77% | 77% |
| Focused Professional Development | 69% | 64% | X | 74% | 75% |
| Curriculum, Instruction, and Assessment Aligned with Standards | 75% | 73% | X | 83% | 80% |
| High Levels of Community & Parent Involvement | 79% | 84% | X | 81% | 79% |
| Staff Willingness to Change | 98% | 97% | X | 100% | 100% |

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

| Category | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------------|
| Clear & Shared Focus | 82% | 84% | X | 78% | 86% |
| Effective School Leadership | 93% | 88% | X | 72% | 87% |
| Frequent Monitoring of Teaching and Learning | 77% | 79% | X | 75% | 85% |
| High Standards & Expectations | 93% | 88% | X | 81% | 92% |
| High Levels of Collaboration and Communication | 83% | 83% | X | 72% | 86% |
| High Levels of Community & Parent Involvement | 77% | 78% | X | 75% | 79% |
| Supportive Learning Environment | 86% | 88% | X | 77% | 88% |

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STUDENTS** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

| Category | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|
| Clear & Shared Focus | 72% | 84% | X | 80% | X |
| Effective School Leadership | 75% | 78% | X | 79% | X |
| Frequent Monitoring of Teaching and Learning | 77% | 76% | X | 69% | X |
| High Standards & Expectations | 88% | 94% | X | 90% | X |
| High Levels of Collaboration and Communication | 79% | 81% | X | 75% | X |
| Supportive Learning Environment | 79% | 81% | X | 77% | X |

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school’s strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Remediation:

- We will continue our RtI model of supporting students with a second dose of literacy instruction in a small group matching the student’s instructional need.
- Grade K has 30 minutes of RtI support for both reading and math while grades 1-5 have 40 minutes focused primarily on reading.
- Math support continues to be a push in model as we have staffing available to those classrooms demonstrating the greatest need.
- We use DIBELS as a universal screener three times a year for all students as well as a progress monitoring system for those receiving RtI services.
- We also use Classroom Based Assessments, DRAs, ARIs, MAP testing, and STAR to assess students throughout the school year in ELA and to support RtI group decision making.
- We push in extra support with para educators as well as volunteers as often as there are people available to support students.
- We provide after school support in math, coding, reading, and tinkering for students. Certificated teachers typically lead these supports along with AmeriCorps.

Enrichment:

- Volunteers, para educators, and AmeriCorps meet with students and provide enrichment opportunities during the day as well as after school.
- All grade levels plan at least one field trip each year that supports curricular content.
- We host an annual science night and plan to host a reading night this year.
- We participate in Battle of the Books as well as the Poetry Slam at the library.
- Sixth grade students attend NatureBridge, a sixth grade Science camp.
- We honor students who exhibit the Habit of Mind we focus on each month.
- Our fifth grade students are working with Ozobots as well as drones and sensors as part of coding and science enrichment this year.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

| <p>We plan to focus our learning this year around Project Based Learning or Place Based Learning (integration of content) along with exploring the possibilities for our new math adoption next year. Many staff are also working with a new writing model having attended either Dave Matteson training or Step Up to Writing training. We are working to step out of our classrooms and into other classrooms as well to observe one another and the skills we have developed over time.</p> | | | |
|---|---|---|-------------------------------------|
| Budgeted Amount | Professional Development Activity | Description of Participating Staff | <input checked="" type="checkbox"/> |
| \$10,000 | Guest Teacher Cost | Cost of professional development guest teachers while staff attend writing PD, grade level meetings, math PD, etc. | <input type="checkbox"/> |
| \$5,000 | Conference Attendance | Teachers may attend professional development conferences. Three teachers are attending the NW Regional Math Conference. | <input type="checkbox"/> |
| \$10,000 | Cost associated with Place Based Learning with Erin Sanchez | Erin Sanchez presented to some of Franklin’s staff in October and we may plan for a follow up later in the year. | <input type="checkbox"/> |

PART 9: EXECUTIVE SUMMARY

Executive Summary

Directions: Briefly summarize your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school.

“Every day we learn and grow” is the tagline Franklin adopted last year. We strive to grow as staff as well as support our students to grow on a daily basis. We invite families to join us in celebrating the education of their children. We work to teach the value of a high quality education in producing independent thinkers and productive citizens. Our staff models collaboration and celebrates one another’s successes.

Instructional focus: We continue to hone our instructional skills in all content areas. While we continue to refine our math instruction, those who are ready will enter into project based learning and begin exploring how to integrate learning for their students. Others will spend the year focused on writing instruction. All certificated staff will utilize the Danielson instructional framework to ground their practice and move their skills to the next level. Certificated staff will use the Danielson model to set student growth goals and work to meet those goals throughout the year.

Content focus:

Math: Several staff members are piloting new curricula this year. Some are working with Eureka and others Bridges 2. We are hoping to provide quality insight when our district decides which way to go with our math adoption. Those who are not using a pilot are working with the math calendar to stay on track and provide students with some consistency as we work toward common core standards regardless of the curriculum we choose.

ELA: We continue our RtI model to enable students to access all other learning through their reading skills and fluency. We work to reach learners at their level and push them toward the next level. We continue to expose students to various kinds of text and teach them to read text closely, consume text carefully, question the source of the document, and evaluate the validity of what they read. Once they have read we are working on teaching them to respond in writing using text specific references and clearly articulating their ideas.

Attendance: We are working toward one attendance incentive each month that supports families while not punishing students. We need families to understand the importance of being at school every day, on time. We have posted posters and are posting how many students are absent and tardy each day of school. We are also focused on the students who begin to miss a number of days already.

Community Building Focus: Resilience is another focus of ours at Franklin this year. We realize how many students experience trauma and we know there are more than we are aware of. We work to provide a safe, predictable environment for those students. We will continue to read articles, host a book study on motivating and inspiring students, as well as simply keep an open conversation flow in our building around how to best support students with great social and emotional needs.

PART 10: Sign-Off Sheet

SIGN-OFF SHEET

Directions: Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

| ROLE | PRINTED NAME | SIGNATURE |
|-------------------------------|----------------------|-----------------------------------|
| Principal | Amity Butler | |
| 1 st Grade Teacher | Eric Pickens | |
| 2 nd Grade Teacher | Nancy LeBlanc | |
| 3 rd Grade Teacher | Debbie Erickson | |
| 4 th Grade Teacher | Lara Hernandez | |
| 5 th Grade Teacher | Wyndi Anderson | |
| 6 th Grade Teacher | Maria Kays | |
| Learning Support Teacher | Debra Roos | |
| Special Education Teacher | Christine Richardson | |
| Parent | Katie Rudd | |
| Parent | Melanie Heikkila | |
| Assistant Superintendent | Chuck Lisk | |
| Superintendent | Dr. Marc Jackson | |
| School Board President | Dr. Joshua Jones | <i>Board Approved Date:</i> _____ |