

# Franklin Elementary School

## School Improvement Plan

### Annual Update: 2019-20

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.*

#### SCHOOL OVERVIEW

**Description:** Benjamin Franklin Elementary is located in the Bridle Trail neighborhood of Kirkland and serves portions of Redmond and Kirkland. Franklin currently serves approximately 490 students from kindergarten through fifth grade. Students then move on to Rose Hill Middle School, and then on to Lake Washington High School.

Franklin continues to be a high-achieving school. The staff continues to work with families and students to ensure both academic and social success of all students. Every year, we set attainable yet challenging academic goals in all subject areas. Improvement of student learning is a continuous process. As a staff, we believe all children can be successful. Staff spent much of our Wednesday Learning Enhancement and Academic Planning (LEAP) days working on analyzing student work, making plans for improvement, reviewing best instructional practices to improve student learning, collaborating with grade level colleagues and collaborating with vertical teams.

Franklin Elementary serves students first and foremost in the general education setting. Other programs include English Language interventions, Safety Net interventions, Resource Room interventions, highly capable enrichments and services, and a Learning Center program. Each of these systems provides students with the supports they need to successfully access the curriculum and meet their educational goals.

**Mission Statement:** *All students will be equipped with the skills to become life-long learners. We also coordinate our practices to the district mission to elevate our purpose and our practices, to ensure that each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.*

#### Demographics:<sup>1</sup>

	2016-17	2017-18	2018-19	
Student Enrollment (count)	487	455	497	
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.2
	Asian	29.6	29.7	36.4
	Black/African American	0.8	0.9	0.6
	Hispanic/Latino of any race(s)	9.2	8.6	7.0
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	8.2	7.7	7.7
	White	52.2	53.0	48.1
Students Eligible for Free/Reduced Price Meals (%)	5.5	5.2	6.4	
Students Receiving Special Education Services (%)	12.1	11.5	12.7	

<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

English Language Learners (%)	21.4	21.0	18.5
Students with a First Language Other Than English (%)	32.0	35.3	33.7
Mobility Rate (%) <sup>2</sup>	9.4	11.2	9.3

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<sup>2</sup> Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

## ACADEMIC PERFORMANCE DATA: LITERACY

### READING: By Grade Level, DIBELS Assessment<sup>3</sup>

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	88	72	93
1 <sup>st</sup> Grade	86	91	79
2 <sup>nd</sup> Grade	91	86	92

### ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 <sup>rd</sup> Grade	79	74	75
4 <sup>th</sup> Grade	75	83	79
5 <sup>th</sup> Grade	82	89	89

### READING: By Group/Program, DIBELS Assessment<sup>4</sup>

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	84	92
Black/African American	-	-	-
Hispanic/Latino	70	74	82
Two or more races	100	93	100
White	86	84	85
English Learner	87	74	85
Low Income	85	91	69
Special Education	59	32	52

### ELA: By Group/Program, Smarter Balanced Assessment<sup>5</sup>

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	87	91	85
Black/African American	-	-	-
Hispanic/Latino	64	62	57
Two or more races	76	78	85
White	80	83	83
English Learner	40	60	25
Low Income	55	67	71
Special Education	25	26	36

## ACADEMIC PERFORMANCE DATA: MATH

### MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 <sup>rd</sup> Grade	76	69	71
4 <sup>th</sup> Grade	74	78	73
5 <sup>th</sup> Grade	68	75	74

## ACADEMIC PERFORMANCE DATA: SCIENCE

### SCIENCE: By Grade Level, WCAS<sup>6</sup>

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 <sup>th</sup> Grade	n/a	82	85

### MATH: By Group/Program, Smarter Balanced Assessment<sup>5</sup>

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	83	85	85
Black/African American	-	-	-
Hispanic/Latino	41	33	24
Two or more races	64	72	58
White	76	78	77
English Learner	61	33	19
Low Income	25	47	41
Special Education	21	11	27

### SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	79	100
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	73
White	n/a	93	90
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

↘ = Cohort Track

<sup>3</sup> Based on DIBELS Next Assessment, End-of-Year Benchmark.

<sup>4</sup> Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

<sup>5</sup> Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

<sup>6</sup> WCAS = Washington Comprehensive Assessment of Science. Given only to 5<sup>th</sup> grade at the elementary level. Assessment first given in 2017-18.

## ATTENDANCE DATA

### ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	94	86	82
1 <sup>st</sup> Grade	92	94	91
2 <sup>nd</sup> Grade	94	91	93
3 <sup>rd</sup> Grade	91	92	91
4 <sup>th</sup> Grade	93	90	94
5 <sup>th</sup> Grade	96	100	93

### ATTENDANCE: By Group/Program<sup>7</sup>

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	87	89
Black/African American	--	-	-
Hispanic/Latino	88	93	86
Two or more races	95	94	84
White	96	95	94
English Learner	89	89	83
Low Income	96	79	75
Special Education	91	84	82

## WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

### MOST RECENT WSIF 3-YEAR SUMMARY<sup>8</sup>

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	79	86	-	60	81	79	-	49	31
Math Proficiency Rate (%)	74	82	-	38	70	76	-	29	22
ELA Median Student Growth Percentile <sup>9</sup>	63	67	-	62	58	62.5	-	63	44
Math Median Student Growth Percentile	64	73	-	51	50	63	-	59	34
EL Progress Rate (%)	81	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	91	-	90	-	96	90	86	90

↘ = Cohort Track

<sup>7</sup> Grades K-5 combined. Student/Program groups with less than 10 students marked as "--" and data not displayed due to privacy reasons.

<sup>8</sup> Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "--" and not displayed due to privacy reasons.

<sup>9</sup> Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

**CONTINUOUS IMPROVEMENT PRIORITIES**

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	ELL Literacy & Language for Learning Acquisition	
<b>Focus Grade Level(s)</b>	K-2	
<b>Desired Outcome</b>	Increased proficiency on EOY DIBELS assessments and ELPA21 assessments for students in grades K-2 for students who receive ELL services	
<b>Alignment with District Strategic Initiatives</b>	Culturally Responsive Teaching	
<b>Data and Rationale Supporting Focus Area</b>	In looking at historical achievement data on the DIBELS, ELPA21 and SBA assessments, there is clear data demonstrative of an existing gap between the proficiency rate of ELL students in comparison to other identifiable student groups. By providing ELL students with instructional strategies and tools that are designed to meet their specific learning modalities and needs, students will more rapidly be able to participate in, understand, and progress in relation to grade level standards-based instruction and assessments. In doing so, we will also be directly addressing existing equity and achievement gaps.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	CRT & SIOP strategy sharing and implementation with all teachers	Verify completion of CRT/SIOP learning opportunities on LEAP days
	Identify key learning vocabulary essential for language acquisition and critical understanding	Identification of key learning vocabulary for helping ELL students access instruction
	Identify a book for a broader book study to help focus the work in support of EL students	Identify a book and confirm participation in a study of the book with staff members
	Monitor data for progress monitoring throughout the year	Review and reflect on DIBELS data and other relevant data sources that may be identified within the year.
	Communicate and support families of EL students by sharing resources and hosting family learning opportunities.	Confirmation of learning events and communication shared with homes to support ELL students and families.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	Regular review of SIP goals and action items in BLT meetings throughout the year.	

**Priority #2**

<b>Priority Area</b>	Science	
<b>Focus Area</b>	Amplify Implementation with Engagement, Curiosity & Growth Measures	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	Evidence of utilization and implementation of Amplify learning resources, lessons. Data indicative of student engagement and growth in science.	
<b>Alignment with District Strategic Initiatives</b>	Innovative Learning Opportunities	
<b>Data and Rationale Supporting Focus Area</b>	Qualitative data and feedback in recent years demonstrates that student engagement, curiosity and academic growth with our previous science materials and curriculum was waning. With the adoption of a new set of Science materials and curriculum, it is important to focus resources and time to ensuring that adoption goes smoothly and is supported with intentional focus in PGE groups and at the building level.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Support staff with professional learning on how to access and instruct with the Amplify instructional resources and materials during August LEAP	Schedule opportunities and time for staff to receive professional learning in August with the Amplify curriculum
	Provide ongoing professional learning opportunities during regular LEAP sessions by science leads throughout the year to support implementation, reflect on progress and monitor student components	Ensure the schedule and participation of staff members in regular and ongoing Science professional learning during LEAP sessions throughout the year (up to 4 sessions from Sept.-May)
	Create a cohort group within the school to measure and monitor student engagement, growth and curiosity	Creation of a cohort group that is utilizing the measuring and monitoring tools
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	Progress monitoring with the measuring tools in our cohort groups being conducted and followed up on. Confirmation of the scheduling of learning opportunities throughout the course of the year and completion of necessary science units throughout the school during the course of the year.	

**Priority #3**

<b>Priority Area</b>	Behavior	
<b>Focus Area</b>	PBIS System Creation and Implementation	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	Creation of a PBIS cultural, behavioral and intervention support system within the school in order to more effectively manage and respond to student behavior challenges and needs.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
<b>Data and Rationale Supporting Focus Area</b>	Nine Characteristics and PBIS staff Thoughtexchange data established student behavior interventions and supports as a clearly identified area in need of improvement per staff perception. Creation and Implementation of a PBIS system within our school also clearly aligns with the district strategic plan for MTSS-B programs and supports in our schools.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Form Schoolwide PBIS Team	Meeting Agendas w/rosters of participation from staff
	Arrange for schoolwide PBIS/SEL/Restorative professional learning	Upon arranging and participating in the training, monitor fidelity of implementation of PBIS/SEL/RP beliefs and strategies
	Survey staff to determine Tier 1 Priorities	Share results of SPBD staff perception and readiness survey
	Create implementation timeline	Upon creation of timeline, regularly review with PBIS team to monitor implementation
	Create schoolwide behavioral expectations	Include all staff in the process and share the bi-product of the collaboration within the school community
	Create positive reinforcement/praise system to incorporate “praise slips” and possibly assemblies	Create and begin utilizing praise slips with students and staff. Identify what to recognize with assemblies and a calendar for beginning.
	Create schedule for teaching and reteaching expectations	Evidence of teaching and re-teaching plans
	Create referral slip to allow for tracking behavior data	Use and train staff on how to accurately report data
	Monitor behavior data as entered into Skyward via Power-BI	Monitor monthly with PBIS team data analysts and PBIS team
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	By annual utilization of the Tiered Fidelity Inventory (which monitors fidelity of implementation); by monitoring annual Nine Characteristics and	

	Panorama survey data; by collecting, monitoring and responding to student behavior data
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**Priority #4**

<b>Priority Area</b>	Clear and Shared Focus	
<b>Focus Area</b>	Identify and Establish a Learning Continuum of Key Learning and Academic Skills and Activities	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	To produce a more coherent and commonly understood continuum of essential learnings across the K-5 span. Staff will have a more defined understanding of how they support a student's learning at each phase of the K-5 education process and student outcomes will improve with more focused instructional foci.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	Approximately 47% of our certificated staff members and both administrators are new to our school over the past two years. In order to create a learning focus and identify, we need to commonly review and define our best practices to help promote student growth at the highest levels.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Calibrate and clarify academic/learning language for students	Key learning language identified, listed, and reviewed for implementation with all cert staff
	Create common values and expectations for learning by identifying and aligning key concepts and skills at each level	K-5 math and ELA continuums identified, created, and used amongst staff to promote awareness and understanding
	Revisit and/or revise the mission and vision statements for Franklin Elementary	Review of current M/V will lead to confirmation and/or revision, producing a statement that guides building work
	Work to identify more quality diagnostic assessment measures that could be used with all K-5 students for ELA/Literacy and/or math	Identification and application of common diagnostic assessments across all grade levels, used and data reviewed multiple times each year
	Identify and incorporate high leverage educational strategies for learning that will be emphasized, developed and implemented throughout the school	Identification of strategies that are highly effective and development of a clear and shared focus amongst staff for facilitating learning and instruction with said strategies
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Prioritize our action items, review action items regularly within BLT to organize, plan and facilitate the necessary progressions.	

## TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Choose an item. data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

## STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

## COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.<sup>10</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Twice monthly meetings with PTA president to share goals and focus	Ongoing from Sept. – Present
	Access and reflect on community feedback an input from the new principal survey facilitated last spring	Aug. – Oct. 2019
	Identify an appropriate representation of students to participate in a conversation and review of the SIP; facilitate student review	Nov. 2019
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Post to school website and include link of final draft in school newsletter	Dec. 2019
	Share with broader representation of parents at PTA general meeting	Jan. 2020
	Share and review with all staff members within the learning community for fidelity of implementation	Dec. 2019

<sup>10</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>