School Improvement Plan

Franklin

2019-2020

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Franklin Schoolwide Plan

General Information	
School District Name	WSD
Franklin	Franklin
School Address	1509 5th St. 54403
Building Principal (Name & email address	Elizabeth M. White ewhite@wausauschools.org
Title I Part A Coordinator (Name & email address)	Andrea Sheridan, asherida@wausauschools.org

Schoolwide Planning Team	
An effective Title I Schoolwide plan must include the engagement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. This plan is to be developed with the engagement of administrators, teachers, parents, and other community members. [20 U.S.C. 6314(b)(2); 6318(c)(3)].	
Administrator(s)	Elizabeth (Libby) White
Parents (could include PTO officers if shared during PTO meetings)	9/23/19 11/22/19 1/27/2020

Title I Part A Staff *(include positions, if applicable)*	Carrie Zoromski, Heidi Merkel, Mary Hardel, Julie Bollman
Certified Staff *(include positions)*	Cassie Zipp- 1st Grade Teacher Nicole Mathews- Kdgn Teacher
Support Staff *(include positions)*	Gwen Bertram; Title 1 paraprofessional, Ester Santana; EL paraprofessional and translator
Others *(students, community members, etc.)*	Melissa Peterson, Amanda Koback, Heidi Dercks (parents)

Schoolwide Planning Process

The following table summarizes the steps and activities of our planning process. This includes planning team meetings, subcommittee work sessions, parent meetings, staff meetings, etc. where planning took place as well as other activities conducted that contributed toward the development of this plan (i.e. needs assessment data collection and analysis, inquiry process).

Meeting Dates	Agenda Topics/Planning Steps (Add links to agendas, notes, etc.)	Participants at Meetings (check all that apply)		
		Planning Team	All Staff	Parents and/or Community Members
6/3/19	Overview of spring student data, strategic plan categories; A, O, P, W, S		X	
6/11/19	Review of data, outline areas of growth	X		
6/17/19	Review the strengths and areas of growth	X		
8/29/19	Staff Presentation		X	
12/3/19	Title 1 Advisory			X
1/27/2020`	PTO Meeting and Title 1 Parent Meeting			X

1/21/2020	Reporting out to staff, discussion	X		

Comprehensive Needs Assessment

School Mission/Vision Share your school's mission/vision **Profile/Demographics** (See School report card DPI Site for demographics & data analysis) Describe your school and community in which the school is located ● Number of students enrolled ● % Economically Disadvantaged ● % Students w/Disabilities ● Racial diversity ● etc.	The Franklin community is a nurturing environment where all are challenged to do their best learning and live by the core values: work, respect, belong, be safe. School Information Race/Ethnicity Student Groups Enrollment 279 American Indian or Alaskan Native 0.3% Asian 23.9% Black or African American 3.7% Hispanic/Latino 9.3% White 56.1% Students with Disabilities 20.3% English Learners 21.9% Economically Disadvantaged 61.5%

Description of the Process
Describe the process used to collect and analyze data and determine the highest priority needs.
Include the following:
● List of data sources reviewed (ex.)
  ○ Stakeholder data -educator's families, community, students
  ○ Student Achievement-demographic, achievement and growth, graduation rates
  ○ School data-resources, safety, climate, behavior
  ○ Educator data-effectiveness, retention rates, areas of expertise and shortage, job satisfaction
● Explanation of how stakeholders were involved throughout the process
● Identification of Gaps within student groups & Root cause analysis
	Timeline: May of 2019- whole group PLC's (all certified staff)
	May and June of 2019-Grade level PLC's
	Data Sources:
	● Educlimber- Aimsweb,WishDash, NWEA- MAP, anecdotal
	  ○ Educlimber using the feature called data walls, to dig deeper into trends and achievement gaps.
	  ○ Behavior Referral reports
	  ○ Seclusion and Restraint increases
	● Teacher retention rates (district HR data)
	● Wisedash- Forward data
	  ○ All student groups are not achieving at the state average on the Forward test.
	    ● EL students are below average
	    ● Students who are Non-FAY, well below state level of proficiency.
	  ○
	● Wisedash- Attendance data

Summary of Key Findings ● Include the key strengths ● Include areas of need based on data gathered ● Connect the findings to the school's mission/vision and the vision of this plan.	

School Reform Strategies

 A comprehensive schoolwide plan must describe how the school will improve academic achievement for all students, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA. 20 U.S.C. 6314(b)(6) The schoolwide plan must include a description of how the strategies the school will be implementing will- (i) provide opportunities for all children, including each of the subgroups of students(as defined in the state's ESSA plan) to meet State academic standards; (ii) strengthen the academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities necessary to provide a well-rounded education; (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the state academic standards. 20 U.S.C. 6314(b)(7)(A)

Evidence-based strategies* that will improve instruction for **ALL** children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. ● [Explanation/Definition of "Evidence-Based"](#)	**Area of need: Achievement in Literacy with emphasis on writing** **Reform Strategy**: Effective PLC's and MTSS **Rationale***(What evidence/research suggests this will work?)*: DuFour's work on PLC cited on Solution Tree.com and Multi-tier Systems of Support researched through the WI RtI center.
Evidence-based strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.	**Area of need: Math with an emphasis on number sense (K-2) and Fractions (3-5)** **Reform Strategy**: Guaranteed Viable Curriculum implementation **Rationale***(What evidence/research suggests this will work?)*: Ready Classroom is our newly adopted math curriculum.

WSD Strategic Plan (insert workbook hyperlinks and add rows as needed)

Goal #1 : [A1](#)

Goal #2: A2
Goal #3: A3
Goal #4: A4 **K-1 Literacy** **2-5 Literacy** **K-5 Math** **K-5 Student Engagement (behavior)** **Title 1 Parent Engagement Goal**
Goal #5:O2
Goal #6:P3
Goal #7 S2
Goal #8 W1
Goal #9 W2

Tools and Processes for Monitoring Progress	
Describe the tools and processes you will use to regularly monitor and revise the schoolwide plan. ● What benchmarks were established in your action steps that can be used for the annual evaluation of the plan? ● What assessments were used to measure the established benchmarks?	● Aimsweb and MAP growth from 18-19 school year were used to design the plan. ● FastBridge Fall of 2019 screening K-5 used to measure growth. Sub-tests will be used to progress monitor students with unfinished learning. ● Assessment Matrix (link here)
Describe the tools and processes you will use for ongoing student progress monitoring and reporting to parents.	● FastBridge (see the link of screening assignments) ● Title 1 parent letter (in-home language) ● Monthly Family Nights including learning at home strategies and materials (example of flyer) ● G/T letters and parent meeting

	● [Monthly Family Lunch Day](#)
Describe the support you provide for students having difficulty mastering standards. How will you know if the supports are effective?	● FastBridge Sub-tests will be used to progress to monitor students with unfinished learning. ● RtI, Weekly meetings, systematic process to follow when a student is not making progress after 10-12 weeks of intervention. "Collaborative PLC" ● PAR- diagnostic assessment ● New Kdgn Intervention- Sound Sensible and SPIRE

Instruction by Appropriately Licensed Staff (Title 1 school requirement)

All teachers and paraprofessionals working in a program supported with Title I funds must be appropriately licensed. This would included any instructional paraprofessionals working under IDEA within a Title I schoolwide school. Section 1111(g)(2)(J)	
Include staff licensing for building staff *If you have any staff that are not appropriately licensed, how are they achieving licensing?*	Work with HR to determine licensure requirements for building staff and appropriate applications are submitted to DPI for approval. At this time at Franklin, 1 staff person has a license with stipulations. The area is General Music.
The document that support staff meet hiring requirements [Paraprofessional Hiring Requirements](#)	Define Title 1 requirements in job description and WECAN posting.

Strategies to Increase Parent and Family Engagement

| Evidence-based strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3))

Describe how families are engaged in the
● design of the schoolwide plan
● implementation of the schoolwide plan
● evaluation of the schoolwide plan | ❏ [Hire an Out of School Enrichment Coordinator.](#)
❏ Embark on a G2M after school program (formerly partnered with Boys and Girls Club CLC grant) Example of registration
❏ Families are engaged in schoolwide planning through the monthly PTO meetings, bi-monthly newsletters, pushing out surveys through school messenger.
❏ Evaluation of the school plan will be completed in the form of small "focus groups". Inviting small groups of parents/guardians to school for |

How will you know that families are satisfied? *How will their input be used to adjust?* *How will the compact be developed?*	less formal conversations. A snack and coffee will be provided and a variety of days/times will be scheduled to accommodate everyone's needs. ❏ I will monitor the Parent Engagement Survey (SREed) especially question: *Involve parents in the development of programs aimed at improving students' academic outcomes.*
Include a copy of your Title I Parent and Family Engagement policy that addresses how the school carries out the required activities of ESSA.	**Title 1 Parent and Family Engagement Policy 5420**
Describe how the school is carrying out the activities for building capacity for engagement Include a description for each of the following: ● Provide assistance to parents to understand content standards, assessments, literacy training, technology, Title I programming, monitoring child's progress and how to work with educators ● Provide materials and training for parents ● Train school staff on the importance of parent involvement ● Coordinate with parent involvement in other programs in the school ● Provide information in a format that is understandable to parents ● Provide other reasonable support as requested	● Monthly Translated communications ● Monthly Family Nights with a parent learning component ● Out of School Coordinator will coordinate monthly family events in collaboration with teachers. ● School Messenger and Classdojo can seamlessly be translated into Hmong and Spanish. ● In SREed survey, teachers expressed they don't have enough resources to help them work with our diverse parents. I will collaborate with the new Out of School Coordinator and our Library Media Specialist. Monthly review of resources available and monthly family nights. ● PD sessions for teachers once a month.

Communication Plan (please expand and add links)
A school shall make the schoolwide plan available to the LEA, parents, and the public (e.g. tribal leaders and community members) in an understandable and uniform format, and to the extent practicable, provided in a language that parent can Understand. ESEA Section 1114(b)(4)

How will you communicate the schoolwide plan (e.g. website, letters, School Board minutes,	❏ PTO Meeting agendas ❏ Newsletter (see example)

etc.)? You must demonstrate that the schoolwide plan was made available to the LEA, parents, tribal leaders, and the public in an understandable way	❏ Website (website link) ❏ Family focus groups (in development) ❏ Posting on bulletin board in the school lobby
Describe how this plan will be reviewed and revised annually with the building level staff and district leaders and then shared with the school board.	District level systems set up for these processes.

Coordination and Integration of Federal, State and Local Funds and Services	
Describe how the school will implement the programs previously described, a description of how Title I resources and other resources will be coordinated to support student achievement and growth goals in the school improvement. The utilization of resources is in compliance with federal requirements. (20 U.S.C. 6314(b)(5)	
Description of how resources from Local, State and Federal Title I, Title II, Title III, Title IV, and IDEA and other sources will be used so duplication of services does not occur. Examples of coordinating programs to consider coordination and collaboration are: ● Title Programs ● Career and Technical Education ● Nutrition Programs ● Homeless Programs ● Head Start ● Violence Prevention Programs ● Adult Education ● Job Training ● Family Literacy	**Title 1 resources are allocated in the following manner:** Staff salaries and benefits: certified reading and math teachers are hired to supplement the current staffing plan for the Wausau School District Parental Engagement: resources are purchased based upon school goals and action steps Curricular resources to supplement a guaranteed and viable curriculum in literacy and math Professional Learning to supplement the district professional learning options Provide support, including transportation for homeless students
Identify the different funding sources to determine where coordination and integration can occur based on program purpose and content.	Fund 80 General Fund Balance - Wausau School District Safe Schools Grant Achievement Gap Reduction Grant

● Coordinate and do not duplicate ● Clarify activities and services ● Make connections Coordination of services that have common federal requirements are: ● Professional Development ● Parent and Community Engagement ● Violence Prevention ● Family Literacy	21st Century Funding Title 1 Title 2 Title 3 Title 4 Carl Perkins Funds

Teacher Participation in Making Assessment Decisions	
How will your school use assessment data to monitor student achievement and growth?	
How do teachers provide their input into the decisions regarding the use of school-based academic assessments? ● How are the assessments selected? ● What decisions are made based on the assessments? ● How is assessment information shared?	● Weekly, structured, grade level/content area PLC's ● Google form surveys ● "Friday Feedback" -quarterly collection of staff feedback ● Protocols during Fall, Winter and Spring PD day (Stop, Start, Continue protocol) ● Content-specific Data & Action Teams/Committees; Behavior, Literacy, Math ● Assessments align with our GVC and state standards. ● Teachers measure all skills they are teaching; using common formative assessments, student work, exit slips or a summative assessment. Teachers use professional knowledge and determine the pacing and type of assessment used with their students.
How are teachers involved in student achievement data analysis?	The principal will begin by summarizing macro-data both strengths and areas of concern. Teachers will work in common grade-level teams to analyze their own student data, follow a PLC protocol and use the continuous learning cycle. Each quarter, classroom teachers collaborate with resource teachers (Title 1 and EL. They analyze student data and use a cascade or a RtI decision tree to determine the support each student's needs and in what area.

Strategies to Attract and Retain High-Quality Teachers	
What specific initiatives do you or will you use to attract and retain high-quality teachers? How will you sustain a level of teachers?	ATTRACT a diverse workforce of talented leaders, increasing the number of applicants by 5% each year using effective recruitment strategies and a competitive compensation package. HR will track the number of applicants each school year and increase that number by 5% each year. HR will: - Be at the table to develop competitive wages and benefits - Track the number of diverse applicants and diverse new hires each year - Develop a "Grow your own" program for staff to become teachers - Be visible players at the table for recruitment
What policies would be effective for addressing a shortage while also maintaining or improving teacher quality? What policies and practices may reduce teacher turnover?	RETAIN by fostering a work environment that increases employee engagement. HR will establish a baseline for employee turnover in all groups and decrease by 3%. - Modify the compensation model - Identify the first-year turnover and develop goals and objectives to decrease this number - Identify a qualifying exit reason using Exit Interview data - Expand the mentoring program to include all employee classifications - Develop an employee recognition program - Establish an open dialogue with Stay Interviews with current staff using Studer's work on employee retention. - Enhance an onboarding program at the school level that includes observing others teaching, receiving feedback, taking courses in teaching methods, learning theory, and selecting instructional materials.

High Quality and Ongoing Professional Development	
Describe the professional development that the staff will receive that is aligned with the needs and goals identified through the needs assessment.	Each campus works with the Directors of Education for the Wausau School District to plan district professional development opportunities. During the 18-19 school year, teachers participated in several professional learning opportunities aligned with improving math proficiency for all students in the Wausau School District. Elementary staff worked with representatives from the Mathematics Institute of Wisconsin to deepen their understanding of Core Content State Standards in math while deepening their understanding of the eight standards for mathematical practice. During the 19-20 academic year, our professional development will continue to be focused on 1:1 technology integration, instructional equity,

	EduClimber (data management tool), FastBridge (universal screening tool), and our new K-5 math resources. Staff will also engage in collaborative learning opportunities focused on the work of John Hattie, Ross Greene, Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. In addition to our professional learning around the research to build and advance high-quality instructional practices across all K-12 grade content areas, building level teams will focus on BrightBytes Survey results. Recognizing that digital communication increases student engagement by connecting them with a broader "real world" audience and fosters increased levels of collaboration and learning. Staff will work collaboratively to incorporate action steps that provide access to digital communication options embedded in daily instruction. ***School-specific information added by campus principal if applicable.***
Describe how professional development is "sustained and ongoing."	information added by the campus principal

Transition Strategies	
In what ways does the school connect with preschool-age children more than once a year visitation to the kindergarten classroom?	For all students enrolled in 4K through the Wausau School District, the following program-level transition planning strategies are used to facilitate a seamless transition from preschool based services to kindergarten: - Use of a common transition from across multiple program sites and schools. A common transition form is completed for all children enrolled in 4K in the Wausau School District. This form is shared with the receiving school in the spring prior to the students kindergarten year. - The 4K multi-tiered system of support team works acts as a liaison between 4K programming sites and receiving elementary school teams. - 4K/K professional learning community conversations occur 4 times a year at four 4K academy locations. These conversations focus on the alignment of standards, curricula, instruction, and assessments between 4K and kindergarten as well as individualized student support and problem-solving. - Teacher-to-teacher conferences between 4K and K teachers occur on an individual as-needed basis in the fall of the kindergarten year. - Data is shared via Educlimber system. The following building-level child and family strategies are used to promoting a smooth and successful start for all students entering kindergarten: reach out to families prior to the beginning of the school year to support a positive home-school relationship in order to increase kindergarten success - Child visits to the kindergarten classroom

	- Kindergarten teacher visits to the preschool classroom - Teacher home visits - Workshops and networking for parents of young children (PTO) - Attendance at school-wide events for families and children - Kindergarten orientation sessions before school starts - Parent-child learning programs held in schools - Meeting with parents, phoning or sending home information about kindergarten programs - Inviting parents and children to visit the kindergarten classroom prior to the start of the school year
What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool-age children will need when they enter kindergarten?	Research indicates that the successful coordination between preschool and kindergarten helps to lay the groundwork for a child's positive school experience. When a young child transitions successfully, he or she is more likely to enjoy school, show steady growth in academic and social skills, and have families who are more actively engaged. With this in mind, all 4K programs in the Wausau School District are designed to intentionally educate, involve, and inform parents of the foundational skills needed as a base for learning. All 4K parents of children attending a Wausau School District 4K program have the opportunity to attend nine different parents at school activities that focus on developing skills in the areas of social-emotional, language and literacy, early mathematics, physical well being and motor, fine motor/handwriting, and early scientific development. In addition, information on early childhood development is shared through a bi-weekly written newsletter.

Improving Students' Skills Outside the Academic Subject Areas	
This component may include strategies such as counseling, school-based mental health services, specialized instructional support services, mentoring services, etc.	Increase and improve staff understanding and execution of behavior strategies through mental health training, social-emotional training, threat assessment training and building-level CPI training. As a result, students will have more direct teacher contact time as less time will be spent on behavioral issues. Franklin holds an informative training on our anti-Bullying and strategies we have in place to combat bullying behavior at Franklin. This is held each fall in October. Having a new, permanent Guidance Counselor will be a game-changer for

| | Franklin so we can have consistency and build relationships with families over time. |

Preparation For & Awareness of Post Secondary & Workforce Opportunities	
This component may include career and technical education programs, broadening secondary students' access to coursework to earn postsecondary credit while still in high school (ie.Advanced Placement, International Baccalaureate, dual enrollment, or early college high schools).	All students have opportunities to explore the 16 career clusters through a variety of Career and Technical Education programs. Courses are offered in Agriculture and Natural Resources, Family and Consumer Sciences, Marketing and Business, and Technology Education and Engineering. The Wausau School district also partners with business and industry to align programs to community needs with the school to work programs such as Youth Apprenticeship, Internships, and business opportunities. Both Wausau East and Wausau West have full-time Career Center Coordinators who support all students in the career development process. Students receive support in dual credits, college applications, scholarships, job placement and many more resources for postsecondary and workforce readiness. Students in the Wausau School District have access to Advanced Placement courses at Wausau West High School and through Wausau Area Virtual Education. Students at Wausau East High School have access to International Baccalaureate courses. Students at Wausau East and West have a variety of dual enrollment courses available in conjunction with Northcentral Technical College. All students have access to the Early College Credit Program and Start College Now programs offering students both high school and college credit for courses taken through these programs.

Schoolwide Systems to Address Behavior	
This component may include strategies to build schoolwide tiered supports to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under IDEA.	1. MTSS- (combine RtI A & B) 2. County and community partnerships 3. Semi-monthly learning walks with Special Ed and Pupil services administration. 4. Daily SEL lessons at the universal level 5. Universal Calming Area- Bridge Room 6. Trauma-Sensitive Training and support for staff and students.

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7. Having a new, permanent Guidance Counselor will be a game-changer for Franklin so we can have consistency and build relationships with families over time. (previously been a Limited-Term Contract)
8. Buddy Classrooms for students who may need an "out of classroom" break spot.

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