



# Franklin Elementary School

## School Improvement Plan

### Annual Update: 2020-21

*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 450 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 proudly serves students of all abilities and backgrounds. In addition to a robust general education experience offered to all students, services available at our school 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	2019-20
Student Enrollment (count)		485	455	498	481
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.2	0.2	0.2
	Asian	29.7	29.5	36.3	37.6
	Black/African American	0.8	0.9	0.6	1.7
	Hispanic/Latino of any race(s)	9.3	8.6	7.0	6.9
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0	0.0
	Two or more races	7.8	7.9	8.0	7.5
	White	52.4	53.0	47.8	46.2
Students Eligible for Free/Reduced Price Meals (%)		7.6	6.2	6.2	7.3
Students Receiving Special Education Services (%)		13.2	11.9	12.4	9.1
English Language Learners (%)		21.0	20.2	17.5	21.0
Students with a First Language Other Than English (%)		32.0	35.3	33.7	40.1

<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Students included in program count (FRL, Sped, EL) if enrolled on October 1 and receiving services at any time during that school year.

**ACADEMIC PERFORMANCE DATA: LITERACY**

**READING: By Grade Level, DIBELS Assessment<sup>2</sup>**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	88	72	93	n/a
1 <sup>st</sup> Grade	86	91	79	n/a
2 <sup>nd</sup> Grade	91	86	92	n/a

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

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	79	74	75	n/a
4 <sup>th</sup> Grade	75	83	79	n/a
5 <sup>th</sup> Grade	82	89	89	n/a

**READING: By Group/Program, DIBELS Assessment<sup>3</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	94	84	92	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	70	74	82	n/a
Two or more races	>97	93	>97	n/a
White	86	84	85	n/a
English Learner	87	74	85	n/a
Low Income	85	91	69	n/a
Special Education	59	32	52	n/a

**ELA: By Group/Program, Smarter Balanced Assessment<sup>4</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	87	91	85	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	64	62	57	n/a
Two or more races	76	78	85	n/a
White	80	83	83	n/a
English Learner	40	60	25	n/a
Low Income	55	67	71	n/a
Special Education	25	26	36	n/a

**ACADEMIC PERFORMANCE DATA:  
MATH**

**ACADEMIC PERFORMANCE DATA:  
SCIENCE**

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

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	76	69	71	n/a
4 <sup>th</sup> Grade	74	78	73	n/a
5 <sup>th</sup> Grade	68	75	74	n/a

**SCIENCE: By Grade Level, WCAS<sup>5</sup>**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5 <sup>th</sup> Grade	n/a	82	85	n/a

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

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	83	85	85	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	41	33	24	n/a
Two or more races	64	72	58	n/a
White	76	78	77	n/a
English Learner	61	33	19	n/a
Low Income	25	47	41	n/a

**SCIENCE: By Group/Program, WCAS**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	79	>97	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	-	n/a
Two or more races	n/a	-	73	n/a
White	n/a	93	90	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	-	-	n/a

<sup>2</sup> Based on DIBELS Next Assessment, End-of-Year Benchmark.

<sup>3</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>4</sup> Grades 3-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

<sup>5</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.

↘ = cohort track  
n/a = not available

Special Education	21	11	27	n/a
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Special Education	n/a	-	-	n/a
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## ATTENDANCE DATA

### ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	94	86	82	n/a
1 <sup>st</sup> Grade	92	94	91	n/a
2 <sup>nd</sup> Grade	94	91	93	n/a
3 <sup>rd</sup> Grade	91	92	91	n/a
4 <sup>th</sup> Grade	93	90	94	n/a
5 <sup>th</sup> Grade	96	100	93	n/a

### ATTENDANCE: By Group/Program<sup>6</sup>

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	90	87	89	n/a
Black/African American	--	-	-	n/a
Hispanic/Latino	88	93	86	n/a
Two or more races	95	94	84	n/a
White	96	95	94	n/a
English Learner	89	89	83	n/a
Low Income	96	79	75	n/a
Special Education	91	84	82	n/a

## WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

### MOST RECENT WSIF 3-YEAR SUMMARY<sup>7</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 (%)	80	85	-	61	82	82	37	62	36
Math Proficiency Rate (%)	73	81	-	33	67	77	35	35	26
ELA Median Student Growth Percentile <sup>8</sup>	64	68.5	-	56.5	53	65	-	52.5	44
Math Median Student Growth Percentile	63	68.5	-	56	53.5	62	-	61	47
EL Progress Rate (%)	80	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	90	-	88	95	95	88	87	89

↘ = cohort track  
n/a = not available

<sup>6</sup> Grades K-5 combined. Student/Program groups with less than 10 students marked as "--" and data not displayed due to privacy reasons.

<sup>7</sup> Washington School Improvement Framework measures compile data across three years (2017-2019) 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>8</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>	Choose an item. Effective Instructional Strategies	
<b>Focus Area</b>	Empowering staff members with effective, relevant instructional strategies and routines to utilize in a remote learning setting.	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	Increased staff efficacy and confidence to facilitate and provide educational opportunities for students in remote synchronous and asynchronous settings as measured by staff efficacy and surveys from the building and district (including admin surveys, staff panorama surveys & the end-of-year Nine Characteristics survey), student engagement & efficacy data on the panorama surveys.	
<b>Alignment with District Strategic Initiatives</b>	Innovative Learning Opportunities	
<b>Data and Rationale Supporting Focus Area</b>	This goal is informed by known obstacles and challenges connected to providing distance/remote instruction and a need to empower/support teachers in adapting our education model to our current needs. Further, a need to focus on engagement is informed by the fall student panorama survey and weekly attendance/engagement reports provided by the district in which student engagement and peer relationships were primary growth areas for our school. Further, this goal was identified as a primary need in a Thoughtexchange survey provided to school staff in the fall of 2020.	
<b>Strategy to Address Priority</b>	<b>Action</b>	
	<b>Measure of Fidelity of Implementation</b>	
	Distance Learning Playbook Training/Course	All LWSD teachers participated in a keynote session and professional learning provided by LWSD in August of 2020. Fidelity of implementation to be measured & monitored in building-level professional learning LEAP sessions and in formal/informal classroom observations.
	Distance Learning Playbook Staff Book Study	Completion of the book study with consistent staff participation and sharing/implementation of the strategies with individual teachers and staff
	Identify, Review & Reflect on Strategies to Increase Student Engagement and Relationships	To be identified and coordinated for implementation with our BLT and building administrators. Fidelity

		and impact to be measured by student engagement/participation data and Panorama survey data.
	Model, Share & Integrate Effective Technology Strategies and Tools	Complete TIF trainings, integrate additional tech trainings and teacher share spaces and opportunities
	Intentional Modeling of Effective Practices (Responsive Classroom strategies) in Meetings by Administrators and Teachers	Frequency of modeling effective instructional routines and strategies by a variety of staff members
<b>Timeline for Focus</b>	Fall, 2020 - Spring, 2021	
<b>Method(s) to Monitor Progress</b>	Student and Staff Panorama Surveys; Student Engagement/Weekly Attendance Reports; Student Achievement/Growth Data (as measured by school, district and/or state assessments); Building Efficacy Surveys; Community Surveys; Annual 9 Characteristics Survey; Classroom Observations; Monthly SIP Review for Progress Monitoring with BLT	

**Priority #2**

<b>Priority Area</b>	Choose an item. Cross Collaboration Across Grade Level Teams	
<b>Focus Area</b>	<b>Focus Area:</b> Creating opportunities to share and align our teaching practices to focus on student learning.	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	Creating a shared focus so we become more unified in our mission allowing us to understand what other teachers are doing and giving us an opportunity to adjust our instruction.	
<b>Alignment with District Strategic Initiatives</b>	Innovative Learning Opportunities	
<b>Data and Rationale Supporting Focus Area</b>	<b>Alignment with District Strategic Initiatives:</b> <b>Data and Rational Supporting Focus Area:</b> Our certificated staff 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, reviewed for implementation with all certificated staff.
	Work to identify authentic diagnostic, summative & formative assessment measures that could be used with all K-5 students for ELA/Literacy and/or math	Used among staff of K-5 to identify student growth and to build an awareness to improve instruction throughout the year.
Identify and implement a model to facilitate peer-to-peer modeling and sharing of strategies or ideas (peer coaching, learning walks or peer observation).	Staff participation and engagement with the opportunities. Identification of a specific strategy and method for providing the opportunity to teachers. Commitment to and utilization of learned strategies.	
<b>Timeline for Focus</b>	Fall, 2020 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Prioritize our action items, review action items with BLT to organize, plan and facilitate the necessary progressions.	

**Priority #3**

<b>Priority Area</b>	Behavior	
<b>Focus Area</b>	MTSS/SEL/PBIS	
<b>Focus Grade Level(s)</b>	Grades 3, 4, 5	
<b>Desired Outcome</b>	60% or more of students in grades 3-5 will feel quite connected or extremely connected to adults and other students at school.	
<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>	According to the Fall Panorama Survey section about relationships, data was significantly below for how connected students feel to adults (37%) and other students (34%) at school.	
<b>Strategy to Address Priority</b>	<b>Action</b>	
	<b>Measure of Fidelity of Implementation</b>	
	Student-to-Student Connections: Virtual Recess- change format of grouping/inviting students to recess through teachers/IAs supporting grouping of cohorts of students. We will follow the small group instruction model.	We will have new groups starting in January. We will measure progress through virtual recess attendance.
	Student-to-Student Connections: Small group/partner work through breakout sessions for academics and SEL. We will work with Emily to begin implementing breakout sessions in January.	We will start breakout sessions in January. We will measure progress through surveying teachers on their use and frequency of breakout sessions (only use for academics vs. SEL, number of times per day).
	Student-to-Adult Connections: Deliver Relationship Building Strategies in a Remote Environment PD. This will be PD for teachers to use with their students, such as 5:1, 1:1 time, positive greetings, Establish/Maintain/Restore, positive notes home, individual and whole group reinforcement.	We will measure implementation through teacher ranking of relationships with their students. We will have teachers track their relationship building strategies with small groups of students.
Behavior Specific Praise: Begin using “praise slips” in classrooms and classroom systems for rewards when students show expected behavior for Safe/Respectful/Responsible. Implement a whole-school praise slip drawing as well.	We will launch praise slips at the beginning of January. We will measure progress by the number of praise slips submitted to the whole school drawing each month.	
Student Recognition Assemblies: Begin monthly grade level/whole	We will launch recognition assemblies at the end of January.	

	<p>school recognition assemblies connected to expected behavior of Safe/Respectful/Responsible.</p> <p>Commitment to SEL &amp; SELA: Continue to develop and utilize social emotional learning activities and strategies to use with classes in beginning and end of day meetings. Provide and reinforce social emotional learning for adults.</p>	<p>We will measure progress by frequency of recognition assemblies.</p> <p>Beginning and end of day meetings, counselor-provided supports and SEL lessons, and SELA units for adults with Committee for Children.</p>
<b>Timeline for Focus</b>	Fall, 2020 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	<p>Virtual Recess: The recess team meets weekly, we will collect attendance data in December &amp; December, and track data in January/February.</p> <p>Break Out Sessions: Survey teachers on use and effectiveness and use Panorama Data.</p> <p>Relationship Building: Panorama Data.</p> <p>Behavior Specific Praise: Number of praise slips filled out.</p> <p>Recognition Assemblies: Panorama Data. (Could also elicit parent feedback about assemblies)</p>	

#### Priority #4

<b>Priority Area</b>	Family Engagement							
<b>Focus Area</b>	Equity							
<b>Focus Grade Level(s)</b>	K-5							
<b>Desired Outcome</b>	To develop capacity, language and trust amongst Franklin internal and external stakeholders for advancing equity work.							
<b>Alignment with District Strategic Initiatives</b>	School Equity Teams							
<b>Data and Rationale Supporting Focus Area</b>	Attendance, engagement, participation data from remote learning. Demographic and historical data connected to systemic inequities and oppression of marginalized populations.							
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Administrative participation in LEADS trainings throughout the year</td> <td>Participation records and sharing this learning with our administrative team, equity team, and building staff in leading our equity work in staff meetings and professional learning LEAP opportunities.</td> </tr> <tr> <td>Administrative and equity team member participation in LWSD</td> <td>Participation records and sharing this learning with our administrative team, equity team,</td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Administrative participation in LEADS trainings throughout the year	Participation records and sharing this learning with our administrative team, equity team, and building staff in leading our equity work in staff meetings and professional learning LEAP opportunities.	Administrative and equity team member participation in LWSD	Participation records and sharing this learning with our administrative team, equity team,
Action	Measure of Fidelity of Implementation							
Administrative participation in LEADS trainings throughout the year	Participation records and sharing this learning with our administrative team, equity team, and building staff in leading our equity work in staff meetings and professional learning LEAP opportunities.							
Administrative and equity team member participation in LWSD	Participation records and sharing this learning with our administrative team, equity team,							



	<p>quarterly Building/Site Equity Team Trainings</p> <p>Twice monthly Equity Team Meetings to develop and plan opportunities for advancing equity understanding and growth at Franklin.</p> <p>All certificated staff and some classified staff (open to all) completing Social Emotional Learning for Adults (SELA) Advancing Equity module in collaboration with Committee for Children.</p> <p>Form a parent equity team to meet monthly. Franklin admin and parents to participate in district trainings.</p> <p>Provide opportunity and access to staff to participate in Black Lives Matter at School Week and Black History month.</p> <p>Staff survey to determine how to meet the equity learning needs of our staff. Use this data to inform how we lead equity work with our staff.</p>	<p>and building staff in leading our equity work in staff meetings and professional learning LEAP opportunities.</p> <p>Meeting logs, records and notes. Completion of ongoing planning and action items to lead equity work with our staff and develop leadership capacity within our equity team.</p> <p>Participate in microlearnings and small group facilitated learning opportunities during staff meeting time and professional learning LEAP times. Completion percentage data from Committee for Children.</p> <p>Formation and participation of a parent equity team that meets on a regular basis before the end of the year, with the goal to learn about each other and establish the purpose of a parent equity team.</p> <p>Creation of lessons, activities, and plans for sharing learning with our students provided to teachers. Completion of a variety of learning tasks that are provided at all grade levels and classes.</p> <p>Collection, analysis and sharing the data with building leadership teams. Survey done in Forms and data shared in meetings for reflection and opportunity analysis.</p>
<b>Timeline for Focus</b>	Fall 2020 – Spring 2022	
<b>Method(s) to Monitor Progress</b>	<p>Survey data</p> <p>Providing time and opportunity to complete required tasks</p> <p>Follow-up and facilitated opportunities to allow reflection</p> <p>Staff and LEAP meeting agendas</p> <p>SELA completion data and agenda/calendars for completion</p> <p>Meeting attendance through Cornerstone for LWSB participation in meetings</p> <p>Creation and reflection of increased access and opportunity for all students in our learning platforms and programs.</p> <p>Engagement/Participation data</p>	

## 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
- Teaching digital learning in both traditional and remote learning settings

## 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 2019. During that year, the participation rate was met.

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>9</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>
	Regular PTA Meetings	Regularly Each Month
	Parent Engagement Sessions	Bi-Weekly
	School Newsletters	Weekly
	Forms Input Surveys	Regularly as Needed
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	PTA Meetings	Regularly Each Month
	School Newsletters	Weekly
	Forms Input Surveys	Regularly as Needed
	School Website	

<sup>9</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>