



Franklin Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Benjamin Franklin Elementary is located in the Bridle Trails neighborhood of Kirkland and serves portions of Redmond and Kirkland. Franklin currently serves approximately 415 students from kindergarten through fifth grade. Students then move on to Rose Hill Middle School, and then on to Lake Washington High School.

Franklin Elementary prides itself on being an inclusive and academically high-achieving school. The staff works very collaboratively with families and students to ensure both academic and social success of all students. Every year all staff members individually and collaboratively establish challenging academic goals in all subject areas, as does our building leadership team for the entirety of the school. Improvement of student learning is a continuous process as we strive to serve all students as they are to improve outcomes for all. As a staff, we believe all children can be successful. We spend 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 Multi-Language (ML) interventions, Safety Net literacy interventions, resource room interventions, highly capable enrichments/accelerations and services, and a learning center program serving students with identified learning disabilities. 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:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		455	498	473	438
Racial Diversity (%)	American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.2%
	Asian	29.5%	36.3%	38.3%	45.9%
	Black/African American	0.9%	0.6%	1.7%	1.6%
	Hispanic/Latino of any race(s)	8.6%	7.0%	6.8%	6.6%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	7.9%	8.0%	7.8%	8.2%
	White	53.0%	47.8%	45.2%	37.4%
Students Eligible for Free/Reduced Price Meals (%)		6.2%	6.2%	7.4%	4.8%
Students Receiving Special Education Services (%)		11.9%	12.4%	9.7%	10.5%
English Language Learners (%)		20.2%	17.5%	21.1%	22.4%

¹ LWSD School Board Approval on <insert date>

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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.

Priority #1									
Priority Area	English Language Arts/Literacy								
Focus Area	Foundational Literacy Skills								
Focus Grade Level(s)	K-1								
Desired Outcome	85% of more of Kindergarten and 1 st Grade students will demonstrate proficiency in the ‘Phonemic Awareness’ component as measured by earlyReading on the Screening-to-Intervention (s2i) Report.								
Alignment with District Strategic Initiatives	MTSS								
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment								
Data and Rationale Supporting Focus Area	<p>A core guideline for MTSS implementation is having 85% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the Fall FastBridge universal screener data, both Kindergarten and 1st grade level data had less than 80% of students demonstrating proficiency.</p> <p>Kindergarten was at 77% on track and 1st grade was at 75% on track when reviewing the ‘Phonemic Awareness’ component of the grade-level s2i Report.</p>								
Strategy to Address Priority	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Implement Heggerty in collaboration with Safety Net teachers in K-1 classroom literacy instruction/interventions</td> <td>Dedicated time in daily schedule to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction</td> </tr> <tr> <td>Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group</td> <td>Instruction present during admin formal and informal observations</td> </tr> <tr> <td>Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness</td> <td>Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook, small group instruction “yellow pages”, etc.)</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Implement Heggerty in collaboration with Safety Net teachers in K-1 classroom literacy instruction/interventions	Dedicated time in daily schedule to Heggerty instruction; Safety Net collaboration and planning to support/co-teach/consult Heggerty instruction	Daily use of explicit phonics lesson sequence (including phonemic awareness) when teaching Wonders whole group	Instruction present during admin formal and informal observations	Implement tier 2, small group targeted, differentiated instruction for students with risk indicators in phonemic awareness	Utilizing Wonders curricular tools to support instruction (Instructional Routine Handbook, Tier 2 Phonemic Awareness Handbook, small group instruction “yellow pages”, etc.)
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Timeline for Focus	Fall, 2021 - Spring, 2022
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • FastBridge universal screener benchmarks (Fall, Winter, Spring) • Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness • Use of LWSD Foundational Skills Mini-Assessments found on grade-level Curriculum Cloud (link to Kinder; link to 1st Grade) • Wonders Placement and Diagnostic Handbook - Phonological/Phonemic Awareness Surveys • Heggerty Form A, Form B, Form C Assessments (by grade level)

Priority #2

Priority Area	Mathematics	
Focus Area	Implementing Illustrative Mathematics	
Focus Grade Level(s)	K-5	
Desired Outcomes	Fidelity of implementation of the new Illustrative Mathematics curriculum. For year one, this will be evidenced by all teachers facilitating mathematics instruction with Illustrative as the core curricular resource as they develop math communities in their classrooms in order to promote deep conceptual understanding, positive math dispositions and equitable outcomes for students. All teachers will facilitate math lessons that are heavily focused on student-inquiry and dialogue. Teachers will collaborate with grade-level and district-level teams to adhere to a vertical articulation and pacing-guide to promote learning of appropriate grade-level standards. As a building we will develop a richer understanding of best mathematical practices, how to access resources within the Illustrative online platform and understanding of which physical tools and manipulatives to use, as well as how to integrate them.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment	
Data and Rationale Supporting Focus Area	<p>In collaboration with the Math Implementation Committee (formerly Math Adoption Committee) as informed by Principles to Action from NCTM, we identified a district (and school) need to effectively implement a curriculum designed to attain much higher levels of mathematics achievement for all students, dismiss unproductive math beliefs, address obstacles and challenges from all stakeholders with implementation of a new curriculum and focus on key strategies for teacher to engage students in mathematical reasoning, thinking and sense making.</p> <p>Additionally, data analysis of student outcomes within our school and district showed disproportionate student achievement across race/ethnicity categories.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Dedicated LWSD LEAP and professional learning time for staff focused on enriching understanding of mathematical practices	IM Implementation Feedback from LWSD and Franklin teachers. Meeting logs, schedules and records.
	Opportunities for staff to explore and become familiar with Illustrative Resources	Staff meeting and dedicated PLC time to implement and reinforced in meeting reflections
	FastBridge diagnostics and SBA data from fall and spring to	Monitor student achievement and look for gaps in student learning

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Timeline for Focus	Fall, 2021 - Spring, 2021										
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • IM Implementation Rubric • Classroom observations and informal classroom visits • PLC support • Student achievement data (SBA and FastBridge diagnostics) • PL, Staff Meeting & LEAP training logs/notes 										

Priority #3

Priority Area	Behavior	
Focus Area	MTSS/SEL/PBIS	
Focus Grade Level(s)	K-5	
Desired Outcomes	80% or more of students will receive 0-1 behavior referrals; expectations will be intensively taught 3 times this year (BOY, MOY-after winter break, Spring-after spring break) and as needed throughout the year; implement and reinforce the use of student praise slips with all staff and monthly recognition assemblies; provide staff-based and outside-supported professional development in supporting student behavioral needs	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students	
Data and Rationale Supporting Focus Area	<p>A critical aspect of high-performing, effectively functioning schools is a Positive Behavior and Interventions & Supports system. Academic and behavioral expectations for students in all environments of the school must be established, taught to students and staff, be commonly understood and reinforced, and frequently retaught/reflected on.</p> <p>When conducting the Tiered Fidelity Inventory (TFI) in the spring of 2021 and the Fidelity Integrity Assessment (FIA) in the fall of 2021 with our staff, the following data was obtained:</p> <ul style="list-style-type: none"> • TFI: <ul style="list-style-type: none"> ○ Discipline Policies (1.6), Professional Development (1.7) Feedback & Acknowledgement (1.9), Faculty Involvement (1.10), Discipline Data (1.12), Data-Based Decision Making (1.13) all were scored as ‘0’ for fidelity of implementation in our school at the present time in spring 2021 • FIA: <ul style="list-style-type: none"> ○ Behavior/SEL Instruction (4.2) was scored as a ‘1’ (installing phase) in the fall of 2021. Amongst areas identified as “installing” (1) and “laying the foundation” (0) on the FIA, our BLT was surveyed to identify a focus area and this was selected. 	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Define, teach & reteach majors/minors with all staff	Ongoing with staff throughout the year. Initially in August, again in November and ongoing throughout the year. Fidelity measured within submitted referrals and analysis of submissions.
	Install a student-behavior tracking system (Forms and SWIS)	Teachers will submit behavior referrals via a building-created

		Microsoft Forms link, administration will process and respond when appropriate, and all referrals will be tracked in SWIS.
	Establish a Data Team to review behavior at least monthly to use in planning with PBIS team and delivered to whole staff	Led by school principal and supported by four teachers (formed in December). Data team will identify and respond to disproportionality data in collaboration with the building Equity Team while also tracking student, location, action/behavior and time of day data that will be discussed in monthly PBIS meetings.
	Develop and utilize a praise slip system with all students and staff	Design, implement and reinforce. Initially rolled out in September and reinforced with staff.
	Weekly praise slip drawings with students/staff and monthly student recognition assemblies	Weekly drawings to announce weekly prize winners. Monthly assemblies to recognize students with a rotation calendar of staff nominators (all staff have the opportunity to nominate students three times per year)
	Develop and implement teaching and reteaching plans informed by opportunity and need identified in SWIS data	Schoolwide expectations taught three times per year (BOY, MOY, Spring). Rotations and focus points identified and reinforced by PBIS team. Data reviewed monthly at PBIS meetings to address data-specific needs beyond tier 1 expectations.
	Develop understanding, routines, and systemic supports for responding to challenging/undesired student behaviors	Work with building leadership and PBIS teams to identify and respond to staff needs to develop understanding and skill for managing student behaviors in the classroom as frequently as appropriate during staff meeting and LEAP time. Coaching consultation additionally provided whole staff and individually with Bella Bikowsky to focus on teacher perspective, functions of behavior, and support strategies in December and again later in the year (date TBD).
Timeline for Focus	Fall, 2021 - Fall, 2022	

Method(s) to Monitor Progress	<ul style="list-style-type: none">• SWIS Data• TFI• FIA• Calendered praise slip recognitions (weekly)• Whole school student recognition assemblies (monthly)• Reteaching calendars and documents of schedules/rotations from planning• Action Plan to teach majors/minors with staff
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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 instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Spring Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

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.³ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Regular attendance at PTA meetings	Monthly
	School Newsletter	Weekly on Fridays
	Forms Input Surveys	As needed
	Parent Equity Team	Meets Monthly
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	PTA Meetings	Monthly
	School Newsletter	Weekly
	School Website	Posted upon completion
	Parent Engagement Opportunities	Bi-weekly (Starting in January)

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>