



Continuous School Improvement Plan 2022/23

Franklin Elementary, PASD



Principal: Jeff Lunt

District Profile

The 2022-2023 school year is off to a strong and positive start for the Port Angeles School District. Our goal is to ensure high levels of learning for all students. The Port Angeles School District continues to support our students, staff, and families as we come out of COVID times. We believe that strong relationships are the foundation of our work. We believe that relationships are built through positive interactions and working together to support our students.

We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide necessary resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices include Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting all students.

School Profile

Franklin is a family. Our staff, parents and students have one purpose, working together to achieve beyond what we might have believed are our limits. We set clear realistic goals and then push past them to set new loftier goals. Of our 355 students, nearly 60% are considered Low-Income and over 22% receive special education services. Our Franklin vision, “Every day we learn and grow” allows us to achieve the mission of fostering a commitment and a love of lifelong learning. This looks different for all of us and we approach each student by identifying the specific needs of that individual, “student by standard, name by need” and then providing the appropriate supports.

In addition to academics, we address social/emotional needs with the CharacterStrong Curriculum. Each month we focus on a trait to promote positive interactions and personal growth. Social development helps us to reach high academic achievement and ensure our students are well-rounded, contributing members to our community. We are proud of all that we have accomplished, but we will not settle and will strive to improve. We believe that all students, with the proper supports, can reach their potential and beyond.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/27/22	11/10/22
Mid Year Review	3/15/22	3/23/23
Final	6/23/23	6/30/23

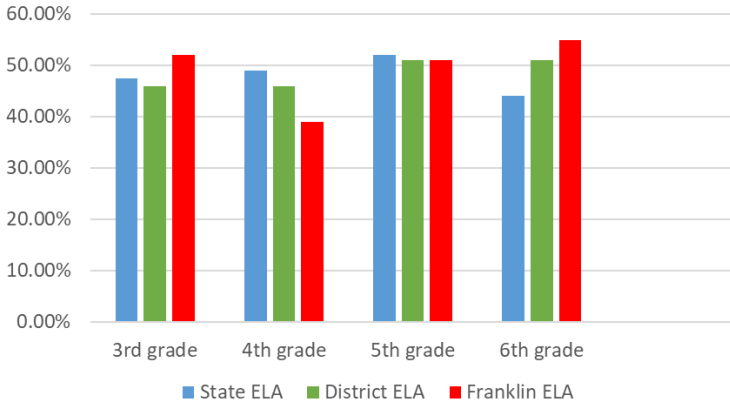
Completed on: 8/18, 8/26, 9/27

Needs Assessed By: Data shared with Franklin FLIT on 8/18, Entire Franklin Staff on 8/26, FLIT review 9/27 and 10/20, Entire Staff on 10/31.

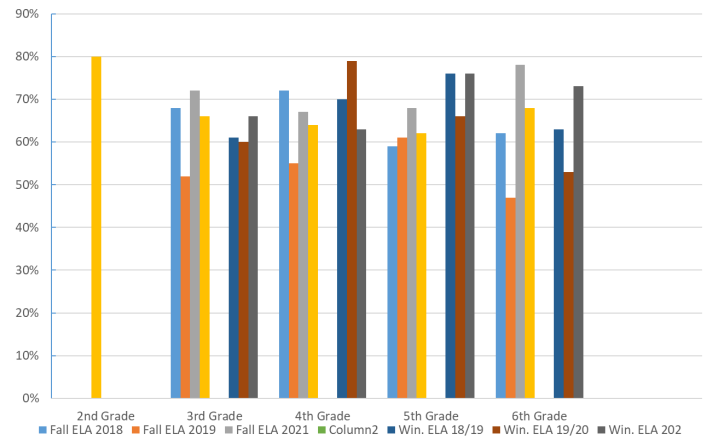
PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2.All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

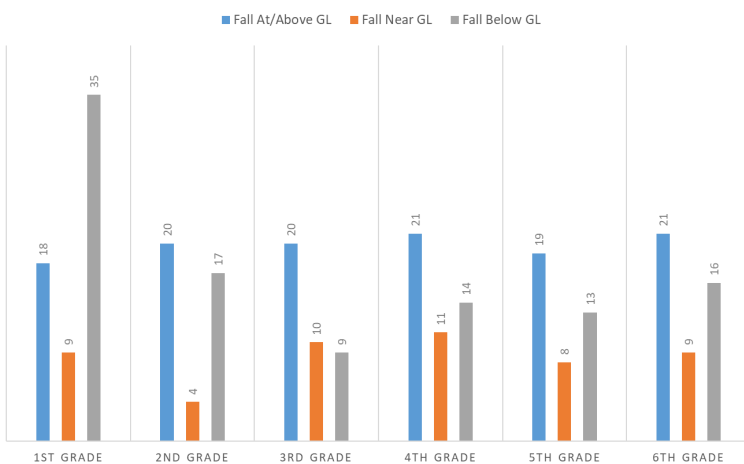
2021-22 Franklin SBA ELA



MAP ELA Grade Level Data



FALL 2022 ELA – DIBELS



ELA Needs Assessment/Implications:

Last spring’s SBA indicated that our 4th grade (this year’s 5th) is an area of concern. Fall MAP data supports this conclusion. Further breakdown of the fall MAP indicates a discrepancy between boys and girls, with boys scoring lower than girls by 10% or greater in almost all grades, 2nd being the exception. As a result we have reassessed Response to Intervention (RTI) groupings. Fall DIBELS indicated a greater numbers of girls deficient in word recognition and fluency, but MAP data doesn’t support this. A possible conclusion is that at the start of the year girls do read more slowly and for understanding, which decreases their score on DIBELS, creating a false sense of need for support. One other area that we have revised is our RTI grouping for 4th and 5th grades. Last year, these grades were combined but this year each has a dedicated time to increase intervention supports. As an additional intervention, ESSR funds were used to employ a Support Teacher, who works primarily with intermediate aged students, providing foundational skill building.

SMARTIE Goal: By implementing a variety of supportive instructional practices and support strategies, students will improve phonemic awareness, sight word vocabulary, fluency and reading comprehension as measured by end-of-year DIBELS and MAP by no less than 20% improvement based on the beginning-of-year data. Student achievement data will reflect equitable distribution outcomes for all student sub –groups.

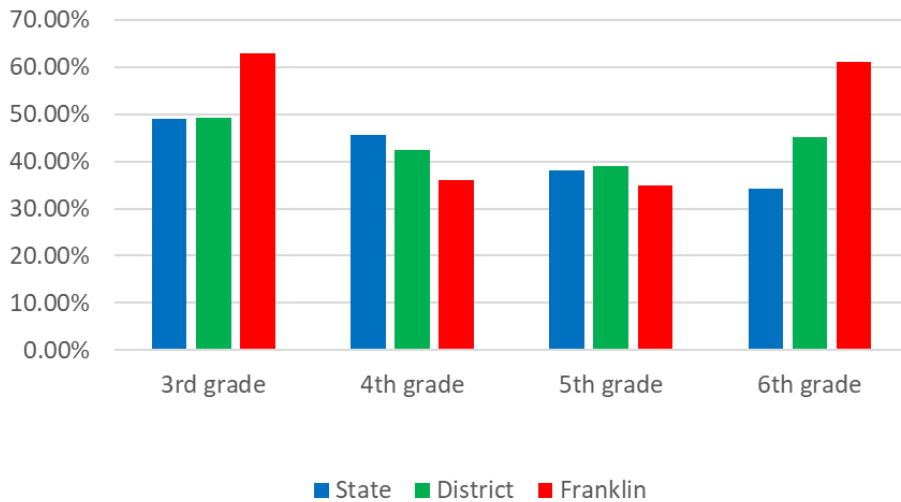
Priority is being given to the boys sub-group in grades three, four and five, who scored lower than girls on the fall MAP assessment.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> • Our Response to Intervention (RTI) groupings will allow us to provide the needed supports for learning loss, while also challenging on/above level students. • Restructuring of RTI to provide independent support for 4th and 5th grades. Last year these two grades were combined. 	Data will be collected three times a year using DIBELS and MAP. In addition, grade levels will meet every three weeks with the Learning Support Teacher and support staff to determine progress and restructure groupings.	Staff to support the following - <ul style="list-style-type: none"> • Administering the DIBELS • Running RTI groups (either push-in or pull-out) • Classroom support during RTI meetings
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Lara Hernandez (reading room teacher) Classroom Teachers Para-educators Jeff Lunt	RTI Groups evaluated monthly Overall goal—Completed with June DIBELS and MAP assessment	Title and Lap funding, as well as building budget, will be utilized
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
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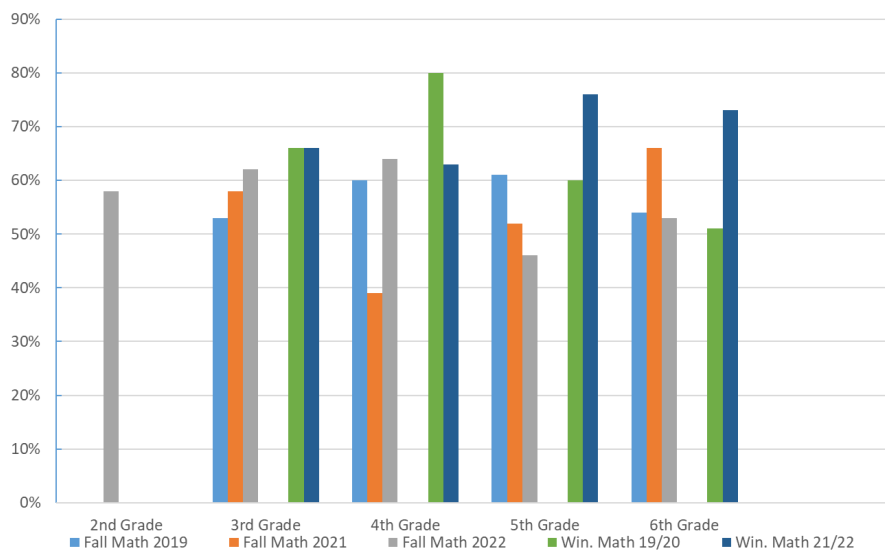
PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2.All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

2021-22 Franklin SBA Math



MAP Math Grade Level Data



MATH Needs Assessment/Implications:

There is some discrepancy when comparing results of SBA and MAP for cohort groups. While the fall data on MAP reflects closely the SBA data from last spring for 4th grade, fall MAP scores for grades 5 and 6 are significantly higher than the same groups last spring. Initially it was believed these gains occurred as a result of an influx of new students, but further analysis doesn't hold this to be the case. Fall scores of like cohorts do show an improvement over the same time last year. A deeper dive into the data shows an equitable distribution of scores for boys and girls for the 4th through 6th grades. At the 3rd and 4th, girls score slightly lower. We will examine our practices at the primary grades to determine what, if anything, can be attributed to this discrepancy.

SMARTIE Goal: By implementing a variety of supportive instructional practices and support strategies, students will improve the foundational skills of number sense, counting skills, and addition/subtraction at the primary grades and multiplication, division and fractions at the intermediate grades as measured by end-of-year MAP assessment, as well as, building and district assessments, by no less than 20% improvement based on the beginning-of-year math assessment data. Student achievement data will reflect equitable distribution outcomes for all student sub-groups.

Priority is being given to our fifth grade who is identified as being most at risk. Within this group there is a further gap between free/reduced and non, where 72% of our below grade level MAP scores are free/reduced, compared with 42% of our at-level group.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> Happy numbers and Zearn math is being used to differentiate and solidify concepts that were missed. RTI type math supports being utilized in 4th grade (as well as supporting other grades) with emphasis on F/R students. Counting activities, such as emphasis on calendar and written numbers. 	<p>Teachers are focusing on end-of-unit assessments to a greater degree to form their future instruction in order to remediate and fill gaps.</p> <p>Monthly meetings between the Support Teacher and Classroom Teachers to determine further interventions.</p> <p>MAP growth report for identified students</p>	<p>Support Teacher to assist with the following -</p> <ul style="list-style-type: none"> Running small groups (either push-in or pull-out) Classroom support
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Support Teacher Classroom Teachers Para-educators Jeff Lunt	Overall goal—To be completed with June	ESSER funds used to hire Support Teacher

Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

CSIP 2022/23 STUDENT WELLBEING

PASD Strategic Plan Focus Area #2; District Culture *Goals 1 & 2*

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media

2022-23 Referrals to Counselor/Navigator/Interventionist			
Gender	Counselor	Navigator	Interventionist
Male	19	5	1
Female	12	4	3
Total	31	9	4

2022-2023 MTSS TIER 2 & 3		
Grade	(Oct) Tier 2	(Oct) Tier 3
K	2	
1	9	5
2	4	1
3	7	1
4	5	1
5	6	4
6	4	1
Total	37	13

Discipline		
Grade	Sept.-Oct. 2022 Referrals	2021-22 Suspensions
K		1
1	1	1
2	3	1
3	2	6
4		1
5	1	1
6	1	
Total	8	11

SWB Needs Assessment/Implications: Some needs are more evident than others. For students who were in attendance at Franklin last year, we know their needs and have put in Tier 2 supports more quickly. We are identifying the needs of students that are new to our school (16% of students 1-6 and 29% overall are new to us). We are also supporting behaviors with our Tier 2 and 3 interventions. Some students are adjusting to full classrooms with increased interaction with classmates, which is much different than the past two years. As a result, counseling support and individualized daily home communication as Tier 2 and devoted paraeducator support at Tier 3 has been provided.

In addition to the new students, Franklin has new staff as well. With a new Resource 1 Teacher, new Speech Teachers, and an OT COTA returning after a two year leave, there is a learning curve for resource room supports. Julie Maron is new to us as the District Navigator but has proven to be a great partner for Franklin and our parents. She is providing resources for families to overcome barriers.

CSIP 2022/23 STUDENT WELLBEING

SMARTIE GOAL: Franklin will use CharacterStrong lessons, Kelso’s Choices, 2nd Step, and Bounce Back curriculums as Tier 1 interventions to promote a positive school climate. We will continue to use and develop our inclusionary practices to promote and increase students’ feelings of positive self-identity, self-management, self-efficacy, social-management, and social-engagement. Tier 2 interventions for a smaller group of students with identified social/emotional needs will focus on increasing self-management skills with Zones of Regulations, visual schedules, social stories and regular check-ins. Tier 3 interventions will focus on collaboration with our district navigator to provide options for access to community based resources. School data will result in 80% of students consistently following behavior expectations as measured by Skyward discipline referral data and the number of October identified students, who receive Tier 2 and 3 supports (currently we have 50 identified students, 37 at Tier 2 and 13 at Tier 3), will be reduced at each level by 20%. Year-end data will reflect equitable distribution outcomes for all student sub-groups.

Franklin will focus on its interventions for Tier 2 & 3 Supports using October identified student groups. Currently 15% of our students receive supports at these levels for behavior/safety issues, work/academics, anxiety, and attendance. Free/reduced students represent 65% of students receiving supports at these levels.

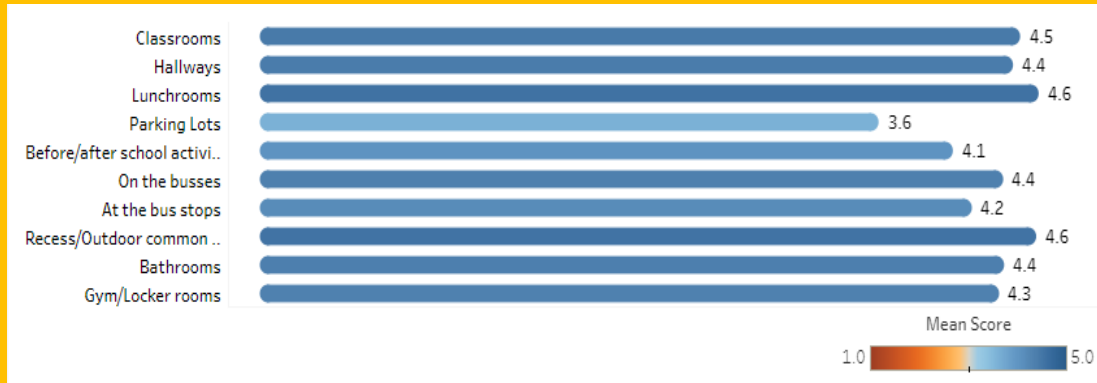
Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> Character Strong classroom lessons, school-wide focus, and monthly celebration. Kelso’s Choices, 2nd-step and Bounce Back (resiliency training) classroom lessons taught by counselor. Restorative Practices Home communications Fantastic Five/Book Incentives 	A variety of surveys will be used to determine success, including the Educational Effectiveness Survey—Student Universal Wellness Screener from the Center for Educational Effectiveness, as well as anecdotal information. Attendance data is also reviewed weekly.	<p>Our staff is our biggest resource -</p> <ul style="list-style-type: none"> We continue to lack applicants for a couple of support positions, which impacts staffing. We have also had to shift staffing to cover for a lack of substitutes. <p>We continue to reward and recognize positive behaviors.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
All Staff will be responsible at some level. Colleen Harker, Classroom Teachers, and Jeff Lunt will be leading initiative.	We have weekly (Fantastic Five), monthly (Character Strong), and periodic (as students earn) incentives. We also have monthly “Spirit Days” to promote positive a positive school culture and climate.	We are being creative in funding, utilizing HPLap around behavior where permissible. Building budget is also being used.
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
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PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations

Spring 2022 EES—Student Universal Wellness Screener

Student Safety Data



Attendance		
Grade	2021-22 Court Petitions	2022-23 Court Petitions
K	1	
1	1	
2		1
3	2	1
4	1	
5		
6	1	
Total	6	2

F & CE Needs Assessment/Implications: This fall we have seen outstanding parent participation. Our Kindergarten Kick-Off was well received (only one family not attending) and parents seemed to appreciate the added level of oversight that went into ensuring the needs of the kindergarteners were met. Attendance at our Back-to-School Night was good with over 70% attending the first all school evening event. It was great to have parents in the building. There is an added presence of our PTO and volunteers this year. The PTO has calendared a number of events designed to increase parent involvement, which we know is key to success. Without the school/home partnership, opportunities for impact are diminished. School events are communicated regularly with families through emails and newsletters. While we have still experienced some fallout from COVID we are returning back to a sense of normalcy and partnership with families and the community. Some families are continuing to experience attendance issues. As of October 25th there have been 14 attendance letters sent and two truancy petitions filed. Data on safety from the EES Student Universal Wellness Screener has been released but disaggregate data has not been released.

CSIP 2022/23 FAMILY AND COMMUNITY

SMARTIE GOAL: By June 2022, through relationship building, celebrations, implementation of additional supports to meet the social-emotional needs, the number of Franklin students with chronic unexcused attendance will not exceed 10% by June 2023 as measured by Skyward attendance.

Franklin will focus its attendance interventions using the October grouping (31 students) with 10+ absences to gauge progress. Free/reduced students represent 61% of the October grouping. Communicating early with families, as well as continued check-ins.

Student attendance data will reflect an equitable distribution of outcomes for all students.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> • Create October Grouping • Attendance Letters/Cares Team • Navigator visits • Celebrations, including the continuation of CharacterStrong Day celebrations, and re-introduction of assemblies. 	Weekly attendance check-ins	District Navigator
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Teachers, Paras, Support Staff, Secretaries, Custodians, Counselor, Principal PBIS committee District Navigator	2022-2023 school year	Building budget Where permissible HPLap.
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
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Additional Implications:

In addition to kindergarten students, who all are new to Franklin, we have approximately 60 new students this year. While we have lost some over the course of the summer, those we have gained have increased class sizes and there is a need to re-establish Franklin routines and structures to a greater extent at all levels, not just kindergarten.

There is concern about attendance. Through October 31, Franklin has 9% (31 students) with 10 or more and 26% (91 students) with 5 or more absences. Of these 91 students, 48 (or 53%) qualify for Free or Reduced meal service. Overcoming the barrier of absences for our most at-risk students, who have already missed 12% or more of school this year, is a monumental task.

We are also seeing a continued need for mental health services. Some students are continuing to face difficulties acclimating to a more typical classroom, where it is expected that students will work collaboratively to share ideas and sit at table or desk groupings. Although some are taking advantage of the mobile health unit, having counseling services once or twice a month of is not enough to help them overcome these regulation issues.

There is also the adjustment for those returning from two years of online schooling. The structure of in-person is much different than online. Some of our students have not experienced play on the playground or even sitting in an area for an extended amount of time.

Our goal focuses on those that are most in need of supports, providing a more equitable structure. Although we are sure to find others that need tiered interventions, beginning with a identified group allows us to track services over time and more easily identify our ability move from more intensive supports to lesser.

ELA
pgs. 2&3

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Math
pgs. 4&5

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Student W. B. pgs. 6&7

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Family & Comm. pgs. 8&9

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Preliminary Planning for Next School Year: Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments