



Continuous School Improvement Plan 2023/24

Franklin Elementary, PASD



Principal: Britney Martin

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success. **Facilities:** We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

School Profile

At Franklin Elementary we get the privilege of coming along side 338 students from kindergarten through sixth grade. Within our student population, 57% are considered Low-Income, 2% ELL and over 21% receive special education services.

Our vision at Franklin is “Every day we learn and grow.” This can be felt throughout the building as our staff has a shared focus on meeting students where they are at and working together to support them as they move forward. We work to identify the specific needs of an individual student through the lens of “student by standard, name by need” and then provide them with the appropriate supports. Franklin takes a team approach to meeting our students’ academic, social-emotional, and behavioral needs. We work collaboratively with the student, families, and each other to identify any barriers and create supports to help students succeed. We believe that ALL students can learn and that preparing children with 21st century skills is crucial to ensuring their success in school and beyond.

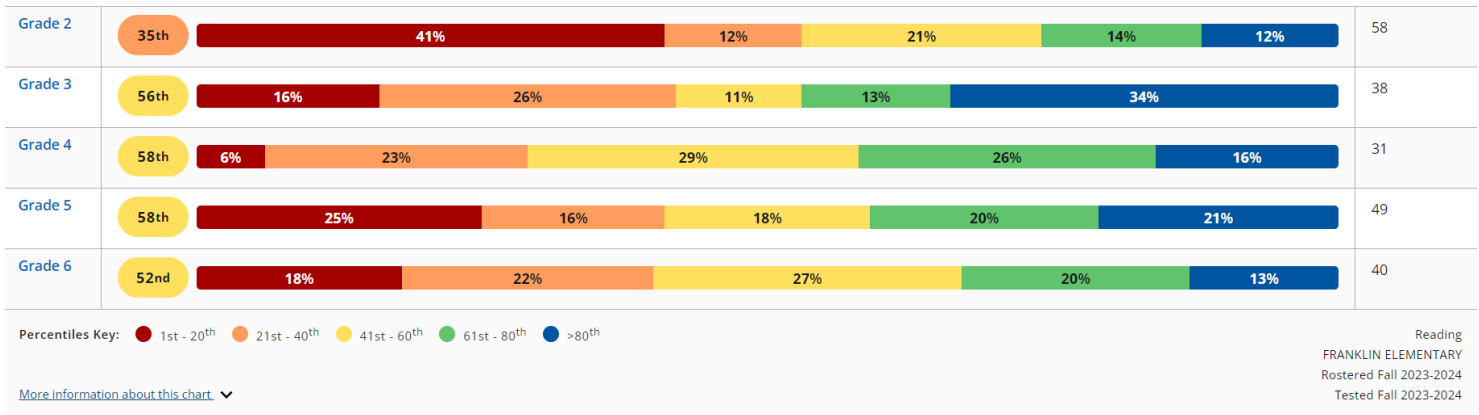
Reporting Schedule	School Submitted	Board Summary
CSIP	10/13/23	11/09/23
Mid Year Review	2/23/24	3/14/24
Final	6/21/24	6/28/24

Needs Assessment Completed on: 10/12/23

Needs Assessed By: Data shared with Franklin Leadership Team 10/12/23.

PASD Strategic Plan Teaching and Learning (ELA):

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.



Grade	Beginning	Middle	End
K	n=54 32 (59%) 10 (19%) 4 (7%) 8 (15%)	No students with data.	No students with data.
1st	n=43 12 (28%) 13 (30%) 13 (30%) 5 (12%)	No students with data.	No students with data.
2nd	n=61 25 (41%) 10 (16%) 16 (26%) 10 (16%)	No students with data.	No students with data.
3rd	n=41 15 (37%) 4 (10%) 14 (34%) 8 (20%)	No students with data.	No students with data.
4th	n=38 12 (32%) 5 (13%) 12 (32%) 9 (24%)	No students with data.	No students with data.
5th	n=52 18 (35%) 10 (19%) 13 (25%) 11 (21%)	No students with data.	No students with data.
6th	n=41 12 (29%) 4 (10%) 8 (20%) 17 (41%)	No students with data.	No students with data.
All	n=330 126 (38%) 56 (17%) 80 (24%) 68 (21%)	No students with data.	No students with data.

Legend n = Number of Students
■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support

Results Based On DIBELS 8 Composite Score

ELA Needs Assessment/Implications:

Data from 2022-23 SBAC and MAPS data, indicate areas of concern across all grade levels. SBA data shows all grade levels had a percentage not mtg. standard at or above the state average. MAP data from the Fall reflects this concern showing 41-53% of students across grade levels scored below the 40th percentile. Our beginning of year DIBELS data indicated a higher level of achievement for our 6th, 4th, and 3rd grade students. It shows 61% (6th), 56% (4th) and 54% (3rd) are ready for core support or needing extension. The beginning of year DIBELS data indicated grades 1, 2nd, and 5th have above 50% of their students identified as needing strategic or intensive supports.

SMARTIE Goal: By spring 2024 the following growth will be made: **Kinder:** number of students identified as needing strategic/intensive intervention will go from 79% to 30% based on DIBELS testing **Grades 2-6:** 85% of students will meet or exceed their growth goal based on MAPs testing.

Student Group Focus: First: 9/13 students identified as needing strategic/intensive intervention per DIBELS beginning benchmark assessment will progress to at least needing Core Support by Spring of 2024.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
Interventions: (1,2) -RTI 4 time per week K-5 -Grade-band Grade-level Common Planning weekly -Special Education/ELL services -Student Assistant Team Meetings Wit & Wisdom (1,2) -Foundations -Geodes -95% Additional Support:(2,4) -1:1 reading support with Title teacher for most intensive students (1st grade focus) -Dynamite Readers x1 Weekly for 1st grade -District & Building level PLCs (3,4)	Assessments: -Foundations -DIBELS 3x per year -SBA -MAPs 3x per year -Wit & Wisdom Assessment Tasks	Early Intervention/Identification of students with highest needs Multi-tiered model of instruction Collaboration Monitoring progress Data based decision making Use of assessment to drive instruction Implement with fidelity
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Reading Teacher Special Education Teacher Classroom Teachers Supporting Paras	RTI -4 days per week -Grade Level RTI meeting once every 6 weeks -SPED: IEP Dependent District Curriculum ,Daily	Chromebooks District Curriculum Culturally Diverse Reading Materials & Visual Displays Para Support

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

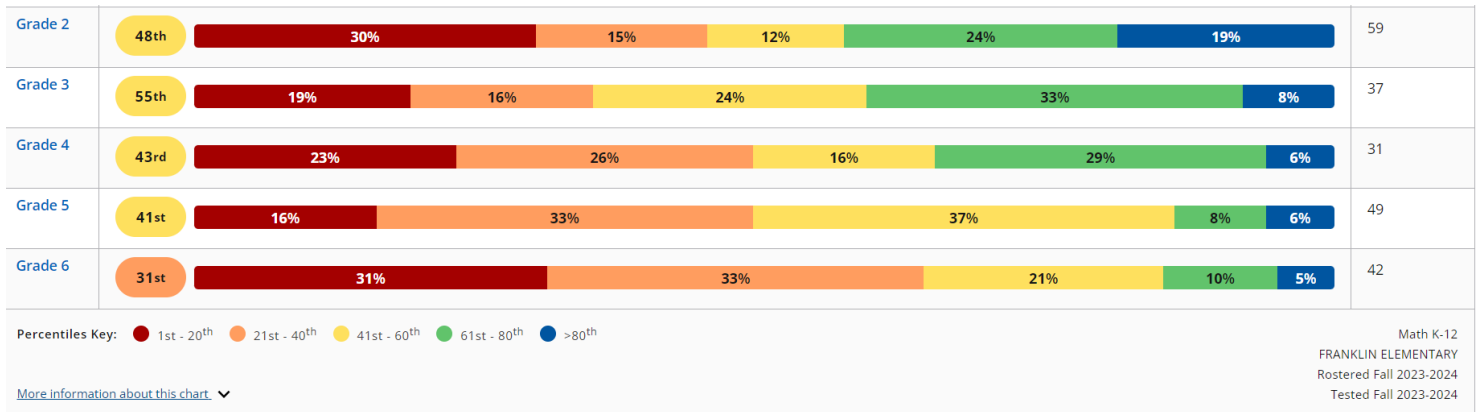
The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Fall Math Testing Grades 2-6 (Math)



2022-2023 SBA Math Scores (% at standard)			
	Franklin	PASD	STATE
3rd	46	48	50
4th	40	47	48
5th	24	37	41
6th	40	46	37

MATH Needs Assessment/Implications: Our 2022-23 SBA Scores indicate our highest concern in 5th grade (this years 6th graders) with 76% not meeting standard. This is consistent with what our Fall MAP data is showing, with 63% of sixth graders below the 40th percentile. The MAP data shows the highest concern in grades 4th-6th, however grades 2nd and 3rd show the need for intervention as well in order to ensure all growth across the school year.

CSIP 2023/24 MATH

SMARTIE Goal: By spring 2024 the following growth will be made: **Kinder:** 80% (46) of students will identify 20/20 numbers in random order per Eureka module 5 district common formative assessment **Grades 2-6:** 85% of students will meet or exceed their growth goal based on MAPs testing.

Student Group Focus: Second grade: Per MAPS data, 8/9 students' RIT scores will progress from 41st-60th percentile in the fall to the 61-80th percentile in the Spring. Additionally, 5/6 students will progress from 21st-40th percentile in the Fall to the 41-60th percentile in the Spring.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
-District Curriculum/Eureka PD (1,2,3) -Building/District Grade Level PLC (3) -One-on-one and small group intervention/Para support (2,4) -Special Education/ELL services (1,2,4) -Student Assistance Team Meetings (SAT) (3,4) -Online Resources(4) -1:1 and small group support to K-3 students identified as most intensive (2,4)	Eureka -Exit Tickets -End of Module Assessments -Grade level Common Formative Assessments SBA (Spring) MAPs 3x per year Kindergarten Report Card Attachment	Effective instruction of all students Early Intervention Multi-tiered model of instruction Collaboration Progress Monitoring Data based decision making Use of assessment to drive instruction Implement with fidelity Guaranteed Viable Curriculum
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Classroom Teachers Special Education Teacher Supporting Paras Building Principal District Level Teams	District Curriculum (Daily) Exit Tickets/Module Exams (per scope and sequence) -SBA (Spring) -MAPS (Fall, Winter, Spring) -Essential Standards CFA's (per district calendar)	Chromebooks Eureka Happy Numbers Zearn (online) Para Support Title LAP/HP LAP

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3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

CSIP 23/24 SEL

PASD Strategic Plan Social-Emotional Learning

1. Powerful instruction is created through incorporating social-emotional learning into academic learning throughout the school day as well as specific lessons to build SEL skills.

Student Survey	CSF — My teacher believes student learning is important	95%
	HSE — My teacher expects me to do my best	89%
	HSE — My teacher expects all students to learn	85%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	85%
	EL — The principal of this school believes student learning is most important	84%
	SLE — Work I do in this school is useful and interesting to me	36%
	MTL — My teacher tells me the reason we do each lesson	35%
	CT — When I have a problem, the first thing I do is break it into smaller steps	34%
	SLE — Students are respectful of others at this school	33%
	EL — At our school we talk about race, gender, and discrimination	27%

Student	BELONG — I feel good about my family traditions	81%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	70%
	CSF — My teacher believes student learning is important	95%
	EL — If I want to talk with my teacher, they are available to me	58%
	IS — Adults in this school help me plan and set goals for my future	38%
	IS — Students are asked to help solve problems in this school	50%
	SLE — I enjoy coming to this school	44%
	SLE — I feel safe at this school	55%
	SLE — In this school, there is at least one adult who knows and cares about me	76%
	SLE — My school treats everyone fairly	69%

SEL Needs Assessment/Implications: Franklin Elementary CEE Data from the 2022-23 school year indicates that students feel a strong sense of belonging at school and are connected to their teacher as an adult who values learning. Data indicates that students believe learning is at the forefront of what school is focused on.

Data shows the need to continue to reflect on systems around safety to ensure all students feel physical safe when they are at school. Additionally, data shows the opportunity to focus on empowering students to feel like they are an active part of designing their learning and connected to its purpose while at school. Creating a greater sense of connection at school will likely lead to higher levels of student desire to attend school.

CSIP 2023/24 SEL

SMARTIE GOAL: Per the 2023-24 Spring CEE data, student perception around the bottom 5 student responses will increase by 30% in each identified category:

SLE – Work I do in this school is useful and interesting to me	36%
MTL – My teacher tells me the reason we do each lesson	35%
CT – When I have a problem, the first thing I do is break it into smaller steps	34%
SLE – Students are respectful of others at this school	33%
EL – At our school we talk about race, gender, and discrimination	27%

Student Group Focus: Students identified as needing Tier 2 and Tier 3 SEL interventions will decrease from January 2024-May 2024 based off of monthly data collected and reviewed by principal and counselor.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<p>Franklin Elementary will review school discipline policy, forms and data to ensure equitable and positive discipline practices.(1)</p> <p>Counselor and classroom teacher supported Character Strong/ Kelso’s Choices/Second Step lessons to promote healthy social and emotional well-rounded student(2).</p> <p>Parent/Teacher Conferences to meet with families to discuss the successes of supports or further needs. Thus enhancing the partnership based on respect and a shared goal of academic success. (3)</p> <p>Franklin Elementary will provide positive recognition through Fantastic Five, Character Strong Awards, positive phone calls home, student leadership opportunities, golden tokens, and positive attendance celebrations. (4)</p> <p>Principal, counselor, and other staff meet monthly to discuss students needing Tier 2 & 3 supports in building and at recess. (3)</p>	<p>Monthly referral data reviews</p> <p>ESS Student Universal Wellness Screener</p> <p>Monthly review of students identified as needing Tier 2 & Tier 3 support around school building and specific to recess</p>	<p>Effective instruction of all students</p> <p>Early Intervention</p> <p>Multi-tiered model of instruction</p> <p>Collaboration</p> <p>Monitoring progress</p> <p>Data based decision making</p> <p>Research based, valid interventions. Curriculum, and interventions</p> <p>Maintain communication with family</p> <p>Building level positive recognition</p>

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<p>Classroom Teachers</p> <p>Specialists</p> <p>Supporting Paras</p> <p>Building Principal</p>	2023-24 School Year	Building Budget

PASD Equity Goals (Actions)

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PASD Strategic Plan Facilities & Communication

1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

Family Survey	C – Communications/materials I receive from the school are in a language I can understand	97.8%
	SLE – School employees are respectful and courteous of one another	92.9%
	PCI – When I share concerns with my student’s teacher, they listen	89.9%
	HSE – Teachers in this school are dedicated to helping all students succeed	87.9%
	SLE – I believe adults in this school care about my student	86.7%
	PCI – This school tells me how I can help my student with homework	57.0%
	CSF – I am informed about progress toward the improvement goals of this school	56.5%
	SLE – My student learns about the cultures of our community at their school	53.8%
	EL – Our school engages in difficult conversations about race, gender, oppression and discrimination	40.9%
	PCI – Parents/families have input into plans for improving this school	34.9%

F & C Needs Assessment/Implications: The data indicates that parents feel like Franklin has a staff who cares about their children and offer a high level of support when concerns are shared. They believe teachers are dedicated to helping students succeed and are courteous and respectful of each other. The CEE data from the Spring of 2023 indicates that families feel as if they need additional supports in assisting their children at home with school work. They also see an area for growth around transparent conversations about race, gender, oppression, and discrimination. Additionally, families do not always feel as if they have voice in school decisions that are made.

SMARTIE GOAL: By the end of the 2023-24 school year, per the ESS survey around having a clear and shared focus between the school and families, the percentage of families who feel they are informed about progress towards the improvement goals of the school will increase from 56.5% in the spring of 2022 to at least 70% in the spring of 2023.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<p>Monthly school-wide communication to families via Raccoon Roundup, paper flyers, phone calls, emails, and texts.</p> <p>Parent/Teacher conferences in Oct/Nov.</p> <p>Family engagement events such as Open House, book fair night, literacy night, PTO events, student performance.</p> <p>Student Assistance Team meetings with family involvement to discuss academic and/or behavior concerns.</p> <p>Raccoon Squad and Dynamite Readers volunteer opportunities for families</p> <p>Updated website information</p> <p>CSIP</p>	<p>Parent polls via Raccoon Roundup around school incentives</p> <p>Attendance at school events</p> <p>ESS Survey data</p>	<p>Early Intervention</p> <p>Multi-tiered model of instruction</p> <p>Collaboration</p> <p>Monitoring progress</p> <p>Data based decision making</p> <p>Use of assessment to drive instruction</p> <p>Provide appropriate academic and behavioral support</p> <p>Maintain communication with family</p> <p>Building level positive recognition</p>
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<p>Building Principal</p> <p>Classroom Teachers</p> <p>Attendance Secretary</p> <p>Counselor</p>	2023-24 school year	Building budget

PASD Equity Goals (Actions)

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Additional Needs Assessment/Implications: The PLC work at Franklin this year has provided a strong foundation in guiding us to look towards essential standards in math, and collaborative practices as a whole to identify where our areas of greatest needs are. Teachers have communicated the PLC process had made them more aware of who has identified needs within their classroom, but are struggling to understand how and when to fill those needs. We are currently looking at reworking the schedule to ensure teachers have adequate blocks of time for core instruction, and are looking at creating identified intervention times to focus on remediation and extension. We are creating a job posting for an additional paraeducator to help with interventions. We are also researching evidence based and curriculum aligned computer programs, such as iXL, to be used for remediation and extension alongside the adult support in the building.

Our building is focusing on using a multi-tiered lens to address academics, behaviors, and social-emotional needs. We are identifying students who are needing double or triple dips of support in any of these areas and working together to collectively provide that support. Our team reviews data monthly around which students are requiring tier 2 & 3 supports in regard to behaviors and reflecting on whether current interventions are successful or designing new interventions as needed. Our counselor is addressing specific school concerns (safety and Character Strong traits) within each classroom as a tier 1 support.

ELA pgs. 2&3	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Math pgs. 4&5	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Social-Emotional. pgs. 6&7

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Facilities/Comm. pgs. 8&9

Mid-Year Review 2/23/2024:What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024

Preliminary Planning for 24-25: