

Franklin Elementary

School Improvement Plan

Annual Update: 2023-24

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 in the Bridle Trails neighborhood of Kirkland and additionally serves portions of Redmond. Franklin currently serves approximately 460 students from kindergarten through fifth grade. Students then move on to Rose Hill Middle School and then 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 for 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 each student. 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, reflecting on data, 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, special education programs & interventions, and highly capable enrichments/accelerations and services for all students who qualify. Each of these systems provides students with the supports they need to successfully access the curriculum and meet their developmentally appropriate 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

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-3rd Grade Students	Explicit phonics and phonemics instruction routines, small group instruction and aligned assessments used to inform instruction to improve the foundational reading skills of K-3 rd grade students as measured by FastBridge and Lexia, as well as classroom based multiple measures and formative assessments.

¹ LWSD School Board Approval on <insert date>

2	Math	K-5 ML Learners	Close the proficiency gap that currently exists between K/1 st and 2 nd – 5 th grade multi-lingual learners as measured by the FastBridge screener.
3	SEL	3 rd -5 th Grade Students	Overall increase in score for each question in the Emotion Regulation measure on the Panorama Education Survey and an overall decrease in behavior referrals compared to the 22-23 school year kept in Microsoft Forms.

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	Phonics/Phonemic Awareness and Small Group Instruction Routines and Effectiveness
Focus Grade Level(s) and/or Student Group(s)	K-3 rd
Desired Outcome	Explicit phonics and phonemics instruction routines, small group instruction and aligned assessments used to inform instruction to improve the foundational reading skills of K-3 rd grade students as measured by FastBridge and Lexia, as well as classroom based multiple measures and formative assessments.
Alignment with District Strategic Initiatives	MTSS
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • WaKIDS trend data shows that the Literacy preparedness of kindergarten students at Franklin has dropped from 97.3% in 2019 to 83.6% in 2022 • From Fall 2020 to Fall 2023 the percentage of 2nd/3rd students scoring in the minimal and low risk categories of the Fall aReading Assessment in FastBridge has decreased from 86% to 81% while students scoring in the high-risk category has risen from 3.6% to 8.6% • To align to our LWSD strategic initiatives for inclusion and MTSS, it is imperative to focus on the routines, resources, and assessments we use to facilitate small group instruction to provide targeted supports to students with quality and fidelity as measured by grade level collaboration/PLCS and classrooms observations of implementation.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Small Group Instruction	Build a master schedule with defined block for core and small group/differentiated instruction periods while developing daily routines to provided targeted, responsive instruction to all students in an equitable manner weekly with common expectations of frequency, duration, and structure with a focus on skill-based instruction as measured by collaborative planning and classroom observations.
	Heggerty (K/1 st /2 nd) Instruction	Have defined 10-15 periods in the master schedule wherein K/1 st /2 nd grade teachers will provide explicit phonemic awareness instruction with the Heggerty curriculum. ML staff will utilize Heggerty resources and routines in their supports of multi-lingual learners.
	Science of Reading	Determine available options and opportunities to provide and implement Science of Reading professional learning via district and external offerings as measured by the participation of staff members in focused professional learning and application of the learning in literacy instruction.
	Phonics/Phonemic Awareness	Development of a K-3 rd continuum of supports across the phonics and phonemic awareness articulated spectrum to clearly define and routinize what explicit phonics and PA instruction looks like at each grade level as measured by common planning and defined expectations.
	Assessments	Continue to evaluate, identify, and utilize available common assessments of reading to inform instruction and tiered interventions for students in each classroom.
Timeline for Focus	Fall, 2022 - Spring, 2025	
Method(s) to Monitor Progress	FastBridge, Lexia, CBM assessments, classroom-based formative assessments, WaKIDS & SBA	

Priority #2		
Priority Area	Mathematics	
Focus Area	Math Routines, Differentiation & Strategies Supportive of ML Learners	
Focus Grade Level(s) and/or Student Group(s)	K-5 Multi-Lingual (ML) Learners	
Desired Outcome	Close the proficiency gap that currently exists between K/1st and 2nd-5th multi-lingual learners as measured by the FastBridge screener.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Per the FastBridge screener in the Fall of 2023: -56% of ML Learners scored proficiently (minimal or low-risk) on the aMath assessment facilitated with 2 nd – 5 th grade students in comparison to 89% of students categorized as non-ML Learners -78% of ML Learners scored proficiently (minimal or low risk) on the earlyMath assessment facilitated with kindergarten and 1st grade students in comparison to 81% of students categorized as non-ML Learners	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Vocabulary-rich instruction that introduces and emphasizes access to content learning	Staff learning provided by administrators and measured for implementation, fidelity, and effectiveness across informal and formal classroom observations in addition to the development of focus strategies and learning to deepen staff ability to emphasize learning and content vocabulary in math instruction and student learning
	Increased emphasis on integration of language routines from IM	Staff learning provided by administrators and measured for implementation, fidelity, and effectiveness across informal and formal classroom observations in addition to the development of focus strategies and learning to deepen staff ability to emphasize visual representations in math instruction and student learning
	Bi-monthly math enrichments/professional learning with staff during staff meetings	Provided by staff fellows member and planned with administration;

		staff meeting agendas will reflect session focus areas
	Review math learning routine videos in staff meetings to Calibrate Understanding, Application and Integration of Design Principles for Promoting Mathematica Language Use and Development	Completion, participation, and facilitation of professional learning opportunities focused on distinct parts of the lesson across multiple sessions
	Identify focus-strategies and routines for differentiating learning for complex learners as informed by FastBridge and MTSS teams	Stations, small group and/or intervention routines in class that differentiate learning for students evident in classroom observations and lesson designs
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	SBA, FastBridge	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Emotion Regulation	
Focus Grade Level(s) and/or Student Group(s)	3 rd -5 th grade	
Desired Outcome	Overall increase in score for each question in the Emotion Regulation measure on the Panorama Education Survey and an overall decrease in behavior referrals compared to the 22-23 school year kept in Microsoft Forms.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	The Fall Panorama Survey data indicates that 46% of students scored favorably for regulating their emotions. There are five questions in the Panorama Survey that measure Emotion Regulation, creating the overall 46% score. To increase the overall score, the strategies to support this goal will correlate with the five questions and overall behavior referrals should decrease as well.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All staff Panorama data review and feedback in Fall/Spring.	During staff meeting in Fall/Spring, as well during committee meetings in Fall/Spring.
	Staff PD to foster and support healthy Emotion Regulation skills.	Staff meetings, LEAPs, informal admin walkthroughs, as well as track Panorama Fall/Spring and behavior referral data.
	Block schedule includes built in time to focus on fostering and supporting healthy Emotion Regulation skills at the start of the day, ex: Morning Meetings.	Fidelity of following schedule and informal admin walk-throughs.
	Follow behavior management flowchart built to foster and support healthy Emotion Regulation skills.	Staff professional development, quarterly review of the flowchart during staff meetings, as well as track Panorama and behavior referral data.
	Review the scope and sequence of classroom SEL lessons taught by teachers, and the counselor supporting Panorama Survey measures.	Committee feedback and planning, staff professional development by counselor, Excel classroom lesson tracking sheet to indicate when lessons are completed. Also, review Panorama and behavior referral data.

	<p>Improve Panorama survey taking systems to increase informed survey result data.</p>	<p>Collaborate with counselor to create student lessons helping them to better understand survey and how to accurately measure. Also, offer small group survey taking support and target support students who scored some/low strengths.</p>
	<p>Admins, counselor and teachers work together to target support students who scored “some strengths” and “no strengths”.</p>	<p>Counselor consults with teachers to ensure proper classroom supports are in place, as well as counselor small groups and individual check in and out systems support skill needs based on Panorama Emotion Regulation measures.</p>
	<p>Utilize student Recess Role Models and Eagle Buddy programs to support students at recess.</p>	<p>Create schedules and provide supports to students to train them to be appropriate supports for their peers at recesses.</p>
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	Fall/Spring Panorama Survey Data, Forms behavior referral data, scheduled staff development and teacher consultations.	

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.

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.² 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
	Monthly meetings with PTA representatives	Aug. 2023-June 2024
	Eagles R.I.S.E.	Ongoing throughout year
	Student interviews & Parent Questionnaires	November 2023
	Student & Family Panorama Responses	Fall '23 & Spring '24
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Weekly ParentSquare family newsletters	Aug. 2023-June 2024
	Teacher classroom messages & newsletters	Regularly from Sept. 2023 – June 2024
	Posted on school website	Dec. 2023

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

