



Benjamin Franklin Elementary School

School Improvement Plan

Annual Update: 2024-25

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.

2024-25 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	ELA	K-5	Implementation of K-3 UFLI for Phonics and 4 th -5 th Bridge the Gap for PA and Word Work for Phonics in support of small group instruction to enhance phonics acquisition for K-2 nd students and to reteach skill with 3 rd -5 th students to fill gaps and increase proficiency in phonics and phonemic awareness for at-risk students.

¹ LWSD School Board Approval on <insert date>

2	Math	K-5	Students will demonstrate overall growth in their math fact fluency, as well as through consistent engagement in differentiated math centers that address individual needs and provide opportunities for targeted practice as measured by the FastBridge assessment.
3	Family Engagement	K-5	Increased opportunities for families to volunteer and participate in school-based decision-making and governance.

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	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	All students in grades K-5 who are identified in a <i>phonics</i> at-risk category in the fall will make measurable growth towards scoring in a proficient category as measured by the end-of-year FastBridge universal screening tool. Students in grades 3 rd -5 th identified as 'at risk' in <i>phonemic awareness</i> will make measurable growth towards scoring in a proficient category as measured by the end-of-year FastBridge universal screening tool.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Phonics and phonemic awareness are foundational components for students learning to read. Screening-to-Intervention reports for beginning-of-year FastBridge reading assessments identified phonics as a relative growth area in reading comparative to other foundational components.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Access to Tier 2/Small Group instruction for all students in general education classrooms	Master schedule, classroom observations
	Explicit and systematic phonics instruction using Wonders	Class observations, Wonders assessments, FastBridge assessments and screeners, Lexia progress reports
	All students participate in FastBridge screening thrice annually	FastBridge progress monitoring reports
	MTSS processes to identify and support students identified in 'at-risk' categories as measured by FastBridge Screeners	FIA, MTSS team meeting minutes and agendas
	Teacher training in the Foundations of Reading course provided by the district	Participation records
	Implement/Introduce use of UFLI for small group phonics interventions in grades K-3 rd	Teacher participation in training courses, classroom observations, placement diagnostics, FastBridge screeners
	Implement/Introduce use of Bridge the Gap for small group phonemic	Teacher participation in provided trainings, classroom observations,

	awareness interventions in grades 4 th /5 th	placement diagnostics, FastBridge screeners
	Focus on Word Work in 4 th /5 th grades to support phonological skill development	Acquisition and implementation of Word Work bundles and resources, classroom observations
Timeline for Focus	Fall, 2024 - Spring, 2026	
Method(s) to Monitor Progress	• FastBridge progress monitoring; ongoing continuously for students with risk indicators • FastBridge universal screening benchmark assessments (fall, winter, spring) • Wonder Placement and Diagnostic Handbook: Phonological and Phonemic Awareness surveys • LWSD Foundational Skills Mini-Assessments • UFLI diagnostic assessments (K-3rd) • Bridge the Gap diagnostic assessments (4th-5th)	

Priority #2																																											
Priority Area	Mathematics																																										
Focus Area	Math Fluency and Centers																																										
Focus Grade Level(s) and/or Student Group(s)	K-5 Students																																										
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Data and Rationale Supporting Focus Area	Fall FastBridge Data – 2024/2025 <table><tr><th>FastBridge Benchmark Risk % Scores Franklin (L) vs. District (R)</th><th>High Risk</th><th>Some Risk</th><th>Low Risk</th><th>Minimal Risk</th><th>At or Above Benchmark</th></tr><tr><td>Kindergarten Early Math</td><td>4% vs. 6%</td><td>5% vs. 9%</td><td>91% vs. 85%</td><td>X</td><td>91% vs. 85%</td></tr><tr><td>1st Grade Early Math</td><td>3% vs. 8%</td><td>5% vs. 8%</td><td>92% vs. 84%</td><td>X</td><td>92% vs. 84%</td></tr><tr><td>2nd Grade aMath</td><td>12% vs. 16%</td><td>6% vs. 10%</td><td>22% vs. 17%</td><td>60% vs. 57%</td><td>82% v 74%</td></tr><tr><td>3rd Grade aMath</td><td>3% vs. 8%</td><td>9% vs. 9%</td><td>18% vs. 22%</td><td>71% vs. 61%</td><td>89% v. 83%</td></tr><tr><td>4th Grade aMath</td><td>4% vs. 8%</td><td>10% vs. 11%</td><td>13% vs. 14%</td><td>73% vs. 67%</td><td>86% v 81%</td></tr><tr><td>5th Grade aMath</td><td>3% vs. 6%</td><td>13% vs. 11%</td><td>18% vs. 15%</td><td>65% vs. 68%</td><td>83% v. 83%</td></tr></table> We will use FastBridge assessment and FastBridge Group Growth report for Winter and Spring to track and progress monitor outcome data. There’s a lot to celebrate, while also opportunities for growth overall by looking at our Fall FastBridge data that’s shown above. Leaning on teacher feedback and reviewing OSPI’s Math Best Practices, targeting fluency and centers would aim to significantly increase students’ ability to perform basic math calculations quickly and accurately through the implementation of dedicated math centers in the classroom, allowing for differentiated practice and targeted support based on individual needs, ultimately leading to improved overall math proficiency.	FastBridge Benchmark Risk % Scores Franklin (L) vs. District (R)	High Risk	Some Risk	Low Risk	Minimal Risk	At or Above Benchmark	Kindergarten Early Math	4% vs. 6%	5% vs. 9%	91% vs. 85%	X	91% vs. 85%	1 st Grade Early Math	3% vs. 8%	5% vs. 8%	92% vs. 84%	X	92% vs. 84%	2 nd Grade aMath	12% vs. 16%	6% vs. 10%	22% vs. 17%	60% vs. 57%	82% v 74%	3 rd Grade aMath	3% vs. 8%	9% vs. 9%	18% vs. 22%	71% vs. 61%	89% v. 83%	4 th Grade aMath	4% vs. 8%	10% vs. 11%	13% vs. 14%	73% vs. 67%	86% v 81%	5 th Grade aMath	3% vs. 6%	13% vs. 11%	18% vs. 15%	65% vs. 68%	83% v. 83%
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Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Focus on foundational math facts (addition, subtraction, multiplication, and division facts) in order to successfully solve more complex math concepts.</td><td>Staff professional learning provided by administrators, MTSS coach and fellow staff members. Focus on strategies and learning to deepen staff ability to emphasize learning and content for foundational math facts in math instruction and student learning (i.e. Illustrative Math Fluency Packet). Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.</td></tr></table>	Action	Measure of Fidelity of Implementation	Focus on foundational math facts (addition, subtraction, multiplication, and division facts) in order to successfully solve more complex math concepts.	Staff professional learning provided by administrators, MTSS coach and fellow staff members. Focus on strategies and learning to deepen staff ability to emphasize learning and content for foundational math facts in math instruction and student learning (i.e. Illustrative Math Fluency Packet). Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.																																						
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	Review the Illustrative Math Fluency Packet with staff.	Completion, participation, and facilitation of professional learning opportunities focused on distinct parts of the lesson packet across multiple sessions.
	Differentiated instruction through math centers in the classroom, each designed to address different skill levels and learning styles, allowing students to work at their own pace and receive targeted support.	Staff professional learning provided by administrators, MTSS coach and fellow staff members. Focus on strategies and learning to deepen staff ability to emphasize learning and content for differentiation in math instruction and student learning (i.e. routines and structure of centers, intentional student grouping, incorporating SIOP, GLAD and Building Thinking Classrooms strategies). Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.
	Utilizing a variety of engaging centers activities.	Staff professional learning provided by administrators, MTSS coach and fellow staff members. Focus on strategies and learning to deepen staff ability to emphasize learning and content for centers in math instruction and student learning (i.e. games, manipulatives, technology, and other interactive activities). Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.
	Continued focus on consistent math language routines and vocabulary.	Staff professional learning provided by administrators, MTSS coach and fellow staff members. Focus on strategies and learning to deepen staff ability to emphasize learning and content for vocabulary in math instruction and student learning (i.e. incorporating math word wall). Measure for implementation, fidelity, and effectiveness across

		informal and formal classroom observations.
	Incorporating dedicated math centers into our block schedule.	Measure for implementation, fidelity, and effectiveness across informal and formal classroom observations.
Timeline for Focus	Fall, 2024 - Spring, 2025	
Method(s) to Monitor Progress	FastBridge assessment and FastBridge Group Growth report progress monitoring Winter and Spring.	

Priority #3		
Priority Area	Family Engagement	
Focus Area	Family Opportunities to Volunteer and Participate in Decision-Making	
Focus Grade Level(s) and/or Student Group(s)	K-5 th All Students and Families	
Desired Outcome	Our goal focuses on Fidelity Integrity Assessment component 7.1: Family Opportunities to Participate. Our desired outcome is to increase family participation and engagement in volunteer opportunities and with opportunities to participate in school decisions	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	We complete the FIA annually and component 7.1 was scored at the implementing phase this fall, which lags behind most other school-based components. Family engagement is also the recommended focus area of our LWSD Equity Department for the 24.25 school year.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Reconsider and provide more structure for annual family engagement meetings each fall to make them more productive and universally consistent.	Production of resources to identify and guide teachers in facilitating the meetings; meeting notes representative of collective voice.
	Evaluate and consider the effectiveness and engagement with existing opportunities for input and volunteering to determine if we keep/improve upon what we have or identify new opportunities.	Meeting minutes/agendas and notes.
	Redesign curriculum night to improve access and reduce barriers to family participation.	Tracking numbers of participants at our annual curriculum night/open house event held in September.
	Add at least one family member to our building equity team.	Attendance and participation in team meetings and team decision-making throughout the school year.
	Encourage and increase family participation with the annual spring Panorama survey.	Increased number of participants from the 23.24 school year to the 24.25 school year.
	BLT and/or Equity teams annually review and plan with parent survey feedback and incorporate results into school governance.	Meeting agendas and minutes; outcomes of increased/improved measures as identified by family feedback.
	Recruit and train family members to volunteers in our school Eagles R.I.S.E. program.	Track numbers of participants and qualitative evaluation of the opportunities from participants.
	Introduce regular family engagement opportunities between	Meeting schedules and tracking participation of parents;

	school administrators <u>OR</u> site-based committee facilitators and interested family/community members.	implementation of feedback to impact school decision-making and governance.
	Determine additional methods and opportunities for collecting accessible effectiveness and/or efficacy feedback from families on how they experience our school systems, programs, and service delivery.	Agendas and/or notes of plan to design additional opportunities for family feedback and evidence of that feedback and how it was used by the school for planning purposes.
Timeline for Focus	Fall, 2024 - Spring, 2026	
Method(s) to Monitor Progress	• Family participation in school decision-making meetings and/or school teams and committees. • Creation of new or enhanced family engagement opportunities • Annual family Panorama survey feedback. • Annual site-based FIA assessment	

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	Monthly
	Parent participation on BEI (Equity) Team and in Designing Family Engagement Goal	Fall 2024
	Student & Family Panorama Responses	Spring 2024 & Fall 2024
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Bi-Weekly ParentSquare family newsletters	Winter 2025
	Teacher classroom messages & newsletters	Winter 2025
	Posted on school website	Winter 2025

² LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>
