
Franklin SSGC
12/15/25

# Franklin SPSA

## Work on SPSA Goals

- Data Meetings
- Learning Walks
- Professional Development



# Goal 1: ELA & Math CAASPP (ELA)



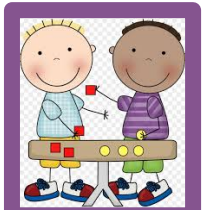
**Goal 1**
English/Language Arts/Math
By June 2025, the percentage of all students meeting or exceeding standards on the CAASPP in ELA and Math, will increase to 90% and less than 14% of the students will be below the proficiency benchmark on the Star reading assessment and less than 9% will be below the proficiency benchmark on the Star math assessment.

**Data Meetings**
Grades K-5 participated in data meetings during which teachers analyzed Star data in reading to identify focus areas to meet our goals.

**Next Steps Highlights**

- Explore purchasing leveled phonics readers that align with UFLI (University of Florida  Literacy Institute Foundations)
- Continued work with Depth of Knowledge and how that applies to ELA.
- Targeted use of Star Reading reports, and other assessments, to identify learning needs and plan instruction to meet those needs.

# Goal 1: ELA & Math CAASPP (Math)



**Goal 1**
English/Language Arts/Math
By June 2025, the percentage of all students meeting or exceeding standards on the CAASPP in ELA and Math, will increase to 90% and less than 14% of the students will be below the proficiency benchmark on the Star reading assessment and less than 9% will be below the proficiency benchmark on the Star math assessment.

**Data Meetings**
Grades K-5 participated in data meetings during which teachers analyzed Star data in math to identify focus areas to meet our goals.

**Next Steps Highlights**

- More spiral review in math.
- Consider giving common math problems and collaboratively analyzing student work.
- Continued conversations about how to best build math foundational skills, such as addition/subtraction and multiplication/division facts.
- Integrate math warm-ups throughout the year on topics such as measurement and data
- Continued work with Depth of Knowledge and how that applies to Math.

# English Learners

**Goal 2**
**ELA for English Language Learners**
By June 2026 the percentage of English Learners performing above the proficiency benchmark will reach or exceed 70% on the STAR Assessment in ELA. Fall Star results indicate 64.3% English Learners scored at or above proficiency level. In addition, by June 2026, the percentage of English Learners performing within the proficient range on the spring CAASPP assessment will reach or exceed 60%, as last years CAASPP scores indicate 50% at or near the standard.




**Data Meetings**
Grades K-5 participated in data meetings during which teachers analyzed Star data in math to identify focus areas to meet our goals.

**Next Steps Highlights**

- Continued work with Integrated ELD throughout the day with all students
- Continued work with Designated ELD, a protected time focused on the specific needs of English Learners using Benchmark Express, the district-adopted curriculum.
- Use of data, Star and other data, to identify learning needs and inform instruction.

# Learning Walks

A **learning walk** is a brief, focused classroom visit that allows educators (and sometimes other stakeholders) to observe teaching and learning in action. The goal isn't to evaluate teachers, but to better understand what students are learning, how they're engaging, and what effective instruction looks like across the school.

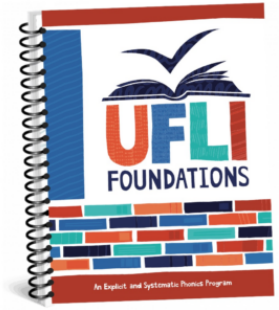
In short, a learning walk helps build a shared understanding of teaching and learning, and helps us identify areas of focus to enhance teaching and learning.

Our 11/13/25 learning walk focused on observing DOK levels in classrooms.



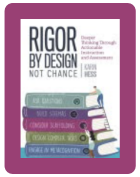
## Learning Walk Highlights

**Note:** *We can add highlights and insights here.*




# UFLI Foundations






# *Rigor By Design, Not Chance*

by Dr. Karin Hess



We will engage in a book study and professional development with Dr. Karin Hess. Her book ***Rigor by Design*** identifies five teacher moves that promote cognitive engagement, self-direction, and deeper thinking:

- **Ask a series of probing questions:** Use questions of increasing complexity to foster deeper thinking and uncover student understanding.
- **Build schemas:** Intentionally help students build the mental structures, vocabulary, and concepts needed to assimilate new information.
- **Strategically scaffold learning:** Provide support that is aligned with the learning purpose, whether it's executive function or deeper understanding.
- **Design complex tasks:** Create tasks that emphasize the transfer of knowledge and require evidence-based solutions, where students have input to increase buy-in and engagement.
- **Engage students in metacognition:** Incorporate reflection and self-monitoring throughout the learning process, not just at the end.