



Continuous Improvement Process Plan 2018-2019

Franklin Elementary School

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Kirkland, WA 98033

<http://www.lwsd.org/school/franklin>

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I. Description of School

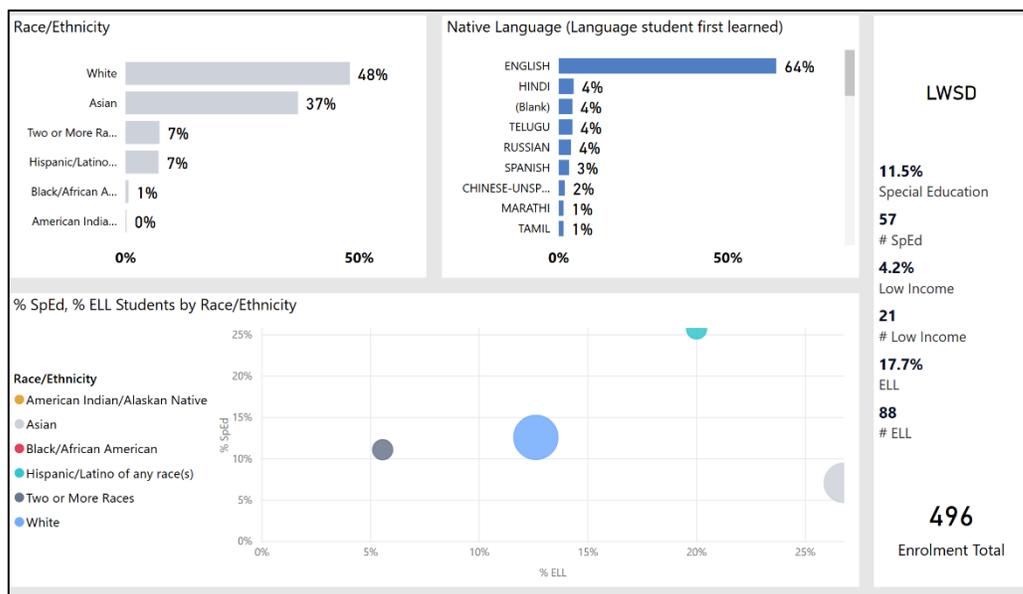
Franklin Elementary school is located in the Bridle Trail neighborhood of Kirkland and serves portions of Redmond and Kirkland. Franklin currently serves 496 students from Kindergarten through Fifth grade. Students then move on to Rose Hill Middle School, and then on to Lake Washington High School.

Franklin continues to be a high-achieving school. The staff continues to work with families and students to ensure both academic and social success of all students. Every year, we set attainable yet challenging academic goals in all subject areas. Improvement of student learning is a continuous process. As a staff, we believe all children can be successful. Staff spent much of our Wednesday Learning Enhancement and Academic Planning (LEAP) days working on analyzing student work, making plans for improvement, reviewing best instructional practices to improve student learning, collaborating with grade level colleagues and collaborating with vertical teams.

Franklin Elementary serves students first and foremost in the general education setting. Other programs include English Language interventions, Safety Net interventions, Resource Room interventions, and a Learning Center program. Each of these systems provides students with the supports they need to successfully access the curriculum and meet their educational goals.

Franklin staff have worked for the past few years on increasing our capacity in growth mindset. We have participated in book studies, workshops, and most recently have conducted Skype trainings with educator and author, Kristi Mraz. In the coming year, we plan to host Kristi for a day of growth mindset and social/emotional learning. The aim of this work is to develop a culture of social/emotional awareness and growth in staff and students.

Presented below is the current demographic data for Franklin Elementary:



II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	96.5%	86.5%	88.2%	71.6%			
		1 st	92.1%	90.6%	85.7%	91.0%			
		2 nd	93.3%	88.9%	91.1%	86.2%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		72.8%	81.2%	78.9%	74.1%			
	% of 3 rd graders meeting or exceeding state standards in Math		75.7%	84.8%	75.7%	68.9%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		80.5%	80.0%	75.4%	83.3%			
	% of 4 th graders meeting or exceeding state standards in Math		76.0%	80.6%	74.1%	78.1%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		88.6%	83.3%	81.9%	89.0%			
	% of 5 th graders meeting or exceeding state standards in Math		81.0%	71.2%	68.4%	74.5%			
	% of 5 th graders meeting or exceeding state standards in Science		86.0%	93.9%	87.5%	81.8%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

Franklin staff spent time during August LEAP time, as well as several Wednesday LEAP afternoons to analyze data, evaluate outcomes, and reflect on the work of their students. Teaching staff reflected on the strategies used last year to meet student needs and determined the effectiveness of those strategies based on student performance.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 86.92% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS.	Outcome: 83.5% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS.
<p>Narrative Reflection:</p> <p>K: Out of 78 total kindergarteners 44 students performed well above benchmark, 9 performed at benchmark, 12 performed below benchmark and 9 performed well below benchmark (four students did not have an EOY score out of the 78). Due to progress monitoring, none of the EOY scores were unexpected. We identified all of our below benchmark students within the first several months of school and were able to provide them with the necessary supports. A continued focus for K-2 literacy is supporting the students who are below benchmark but are not receiving district services. This includes our students who are learning English. These students receive additional support but, not additional direct literacy instruction.</p> <p>1st: Since the DIBELS assessment is a moving target it was difficult to show student growth with certain student populations. These students were showing significant growth on other literacy assessment measures. 92% of students are performing at benchmark. The other 8% still made good progress through the year which is cause for celebration. Ongoing teaching of phonics skills as well as scheduled Safety Net and ELL services will be part of our current plan.</p> <p>2nd: We expected all students to make growth. We had students who were identified at beginning of the year as needing extra support that were on the bubble and participated in extra services, such as reading wizards, that made progress. Students achieved higher than expected. Most students showed clear growth. Supporting students who have been identified as ELL or needing extra services such as SPED is our ongoing goal. We could also identify students who are on the bubble that do not qualify for Safety Net, but could benefit from additional support. We should also monitor students who have been exited from Safety Net, ELL, or SPED services that may need additional support.</p>	

<p>Literacy: 3-5 ELA Goal:</p> <p>75.68% will meet or exceed standard as measured on the Spring, 2018 SBA.</p>	<p>Outcome:</p> <p>82.2% met or exceeded standard as measured on the Spring, 2018 SBA.</p>
<p>Narrative Reflection:</p> <p>3rd: Our ELA goal for the 17-18 school year was to be at 78.9%. Out of 58 students, 74,1% were able to pass the SBA. Our scores were lower than anticipated. However, as an intermediate grade 3-5 team, our goal was for 74% of students to meet or exceed the state standard standards as demonstrated on the SBA. Students scored low on text structures and features for literary and informational text. We noticed that this needs to be an instructional focus for the 18-19 school year. Out of 58 students, 90% of students were at or above standard for writing. This is a cause for celebration because we incorporated multiple writing techniques this year to support all the diverse needs of our students, especially our ELL population 71.4% of our ELL students were able to meet the state standard. Clearly, our instruction helped boost writing scores. The SBA data shows that students scored low on text structures and features for literary and informational texts. We want to collaborate to come up with new and innovative ways to support our students in this literacy area.</p> <p>4th: We had no students score lower than anticipated. More than half our students scored 4 (59%). This was higher than anticipated. The fact that 59% got 4's is a huge success! Also, almost all of our students, except eight students, were at standard or above on the writing claim. We had almost all 2's and 1's for writing conventions. We will need to focus on teaching more grammar and conventions.</p> <p>5th: Our ELA data was at the level we expected. We were pleased that 62% of our students performed above standard in ELA. Additional work with our students receiving ELL and Special education services will be an area of focus in the coming year.</p>	
<p>Math: 3-5 Math Goal:</p> <p>75.68% will meet or exceed standard as measured on the Spring, 2018 SBA.</p>	<p>Outcome:</p> <p>74.6% met or exceeded standard as measured on the Spring, 2018 SBA.</p>
<p>Narrative Reflection:</p> <p>3rd: Our math goal for the 17-18 school year was to be at 75.7%. Out of 58 students, 68.9% of students were considered at or above grade level. As a 3-5 grade band, we anticipated that 74% of students would be at or above grade level for math. Our scores are lower than anticipated. We noticed that students struggled with interpreting data and fractions. We plan on incorporating more of these subjects in our math practice. For the 17-18 school year, we worked hard to help our students break down multi-step problems with different math operations. Our SBA data shows that our students were above proficiency and better than the rest of the test in this area. The SBA data shows</p>	

that students struggled with fractions and interpreting data. This will be a focus of our math instruction this year and we will collaborate as a team to meet the diverse needs of our students and raise our 18-19 scores.

4th: We had no students score lower in math than expected. We had many at standard score 4's! Many rose to the occasion. We have 53% of our students got 4's, which is a huge cause for celebration. We still need to work on problem solving and data analysis. This is something that we worked on year-long and will still take time for the students to become stronger at. However, this does not discount the progress they have made since the beginning of the year.

5th: Our math scores were lower than we expected. We had a small group of students in the 5th grade last year and every student had a big percentage impact one way or another. So, this score was lower than we anticipated and hoped for. On the plus side, 58% of our students performed above standard. Additional work with our students receiving ELL and Special education services will be an area of focus in the coming year.

Science: 5th Science Goal:

86.54% will meet or exceed standard as measured on the Spring, 2018 WCAS.

Outcome:

81.8% met or exceeded standard as measured on the Spring, 2018 WCAS.

Narrative Reflection:

5th: The science WCAS data was at the level we expected. We were pleased that 82% of our students performed at or above standard. Additional work with our students receiving ELL and Special education services will be an area of focus in the coming year.

Achievement Gap Goal:

5 out of 8 students identified as below or well below benchmark in first grade on BOY DIBELS will be at/above benchmark by EOY DIBELS.

Outcome:

5 out of 8 students identified as below or well below benchmark in first grade on BOY DIBELS were at/above benchmark by EOY DIBELS.

Narrative Reflection:

We are pleased to have met our goal, with 5 out of 8 identified students achieving benchmark or above on their DIBELS assessment. We are also pleased that the other 3 students made growth, albeit not yet at benchmark. We will continue to focus efforts on our students receiving EL services, as well as our low-income students. We will continue to identify students who are not performing at standard and depending on the parameters of our program's service delivery model, work to provide academic instructional support for these students.

<p>School Effectiveness Goal:</p> <p>Teachers receive feedback on how they are doing - 90% or higher will agree mostly or agree completely.</p>	<p>Outcome:</p> <p>45% agreed mostly or completely that teachers receive feedback on how they are doing.</p>
<p>Narrative Reflection:</p> <p>While administrators made efforts to be in classrooms on a regular basis to provide feedback, that was not the perception of more than half the staff. Administrators will confer with the Building Leadership Team to brainstorm ideas on how to change that perception, as well as continuing to meet with teachers to provide feedback.</p>	
<p>Attendance Goal:</p> <p>For the 2017-2018 school year, we will achieve an unexcused absence rate of 5% or less of total absences.</p>	<p>Outcome:</p> <p>Unexcused absences were 4% of total absences for the 2018-2019 school year.</p>
<p>Narrative Reflection:</p> <p>This goal was met in part because of our amazing registrar and her accurate attendance keeping. Administration also made concerted efforts to follow up with families who had not notified the office of absences. The office team also diligently contacted families to notify the school of any extended absences, using an online form to track pre-planned absences throughout the school year.</p>	
<p>Discipline Goal:</p> <p>For the 2017-2018 school year, we will reduce discipline referrals by 50% from previous school year.</p>	<p>Outcome:</p> <p>Discipline referrals were reduced by 50% from the previous school year.</p>
<p>Narrative Reflection:</p> <p>Administration, working with the school counselor and other staff, proactively worked with students to mitigate office referrals. This took the form of recess behavior plans, classroom behavior plans, as well as lunchroom systems that encouraged and rewarded positive behaviors. Franklin staff will continue these measures in the coming school year.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

- Work closely with PTA to identify specific needs to help support staff and students through resources, time, volunteers, and community building events.
- Organize and utilize parent support in classrooms and building-wide.
- Work with Watch D.O.G.S. program to involve more parents in supporting student and school needs.

Reflection on Outcome:

- Monthly PTA-President meetings helped solidify the relationship with the PTA. This led to PTA-supported intervention programs offered before-school to students.
- Watch D.O.G.S. participation continues to grow, with over half of the 2017-2018 school year supported by a parent volunteer during the school day.

2017-18 Strategies to inform parents, families and the community in the CIP process:

- Quarterly principal newsletters sent to all families.
- Regular teacher newsletters with timely updates for parents on how to build the home/school connection.
- PTA weekly newsletter with regular school updates.

Reflection on Outcome:

- Parents indicated support of the ways in which information was communicated throughout the school year.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: K-2 Reading SMART Goal:</p> <p>83.7% (216 of 258 students) will be at or above standard using End of Year DIBELS data.</p>
<p>Process used to determine goal:</p> <p>K: To determine our SMART goal, we looked at our BOY year DIBELS assessment scores as well as additional literacy assessments given.</p> <p>1st: The first-grade team looked at student's Fall DIBELS scores.</p> <p>2nd: Based on students' reading fluency measured by the BOY DIBELS, we determined 84 students should be at standard by the end of the year. We considered students' needs.</p> <p>Responsible individual or team:</p> <p>K: Kindergarten Team</p> <p>1st: First Grade Team</p> <p>2nd: Second Grade Team</p> <p>Strategy/ies that will be implemented to support goal:</p> <p>K: Small group instruction, safety net support, ELL support, IA support.</p> <p>1st: Small group instruction, one on one conferring, whole group instruction, differentiation and progress monitoring.</p> <p>2nd: Teacher support, small group, Safety Net, Reading Wizards, parent volunteers, and reading homework.</p> <p>How challenge and rigor will be ensured for all students:</p> <p>K: Based on progress monitoring, formative and summative assessments, students will have individual goals that will continue to help them grow individually.</p> <p>1st: Small group support instruction/differentiated instruction.</p> <p>2nd: We will use differentiated reading instruction to ensure students are getting the challenge and rigor at their individual level.</p> <p>How necessary interventions will be determined:</p> <p>K: On-going assessments of specific reading strategies.</p> <p>1st: Necessary interventions will be determined by BOY and MOY year DIBELS as well as progress monitoring.</p> <p>2nd: We will continue to progress monitor using running records, individual reading conferences, DIBELS, and BPST.</p> <p>Any professional learning needed:</p>

K: None needed at this time, but we will continue to look for local opportunities to strengthen instruction.

1st: On-going team discussions/planning time.

2nd: We would appreciate more training about strategies for supporting students who have dyslexia.

Any resources needed and plans to obtain them:

- Team-time to collaborate and new materials to support CIP goal
- Additional books, sound cards, take home readers and headphones

Timelines and Progress Monitoring Plans:

K/1: Students will take the DIBELS assessment in January and May. If students have qualified for additional intervention through the district, they will be progress monitored every two weeks. If students are receiving intervention in the classroom they will be progress monitored as needed.

2nd: January- BPST, DIBELS, Weekly reading conferences, Running Records as needed
May- BPST, DIBELS.

Literacy: 3-5 ELA SMART Goal:

82.3% (204 of 248 students) will be at or above standard using SBA data measurements.

Process used to determine goal:

3rd: We looked at 2016-17 SBA data. We also pulled information from 2016-17 DIBELS data. We took reading inventories to check fluency, accuracy, and comprehension. We collected data from ELL teachers. We looked at writing pre-assessment prompts. Our goal was selected based on the number of students receiving ELL, Safety Net, and specially designed instruction.

4th: To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students that is specific, measurable, attainable, reasonable and timely for our students.

5th: Based on our SBA scores from 2018 - We determined where students currently are in their learning growth and based our goals off current assessments given.

Responsible individual or team:

3rd: The third grade team

4th: The fourth grade team

5th: The fifth grade team

Strategy/ies that will be implemented to support goal:

3rd: Targeted weekly intervention for struggling students; Team collaboration weekly to align instructional needs of students; Flexible groups; Weekly small group instruction for all students; Graphic organizers; Access to anchor charts and previous lesson material; Strategies for breaking down multi step tasks

4th / 5th: Reading groups; Access to online curriculum; Enrichment reading activities and websites; Regular collaboration; Differentiated instruction; Enrichment projects; Parent volunteers.

How challenge and rigor will be ensured for all students:

3rd: Differentiated Instruction; Small group instruction; Targeted Intervention; Pre-assessments and baseline data tell us which kids are at or above standard already; Enrichment activities available daily; Project based learning; Safety net and ELL technology programs.

4th: In order to ensure all our students are receiving challenge and rigor, we provide enrichment activities for students who need it. These activities may include individual research projects, providing extended learning opportunities in reading and writing, and collaboration activities through Power Learning.

5th: Matching reading levels to text levels to meet student needs, enrichment lessons, intervention with specialists, small group lessons with intervention.

How necessary interventions will be determined:

3rd: Weekly progress monitoring; Baseline assessments.

4th: We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets. Based on data, some students are receiving additional supports through Safety Net and/or English Language services.

5th: Safety net, progress monitoring students, meeting with students and keeping anecdotal notes; End of week assessments, leveled reading tests, response sheets, small group; work and formative assessments.

Any professional learning needed:

3rd: Continued collaboration with 3rd grade team, professional learning community, school specialist.

4th / 5th: Sharing outside resources as a staff and within our PCCs (even the greater learning community).

Any resources needed and plans to obtain them:

3rd / 4th / 5th: Lower level books for struggling readers; Interactive educational games; Professional development books; Online responsive reading resource for students; The plan is to obtain these things through our CIP funds.

Timelines and Progress Monitoring Plans:

3rd: Summative district assessments; Formative assessments throughout the units; Weekly team meetings to discuss progress; End of year general assessment; SBA data.

4th / 5th: We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

Math: 3-5 Math SMART Goal:

73% (181 of 248 students) will be at or above standard using SBA data measurements.

Process used to determine goal:

3rd: To set our goals, we utilized and analyzed classroom and district assessment data to guide us in creating goals for students in third grade for the Math content area that is specific, measurable, attainable, reasonable and timely for our students. Based on data,

some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

4th: To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in fourth grade for the Math content area that is specific, measurable, attainable, reasonable and timely for our students. Based on data, some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

5th: We looked at last year's SBA scores from 2018. We determined where students currently are in their learning growth and based our goals off current assessments given.

Responsible individual or team:

3rd: The third grade team

4th: The fourth grade team

5th: The fifth grade team

Strategy/ies that will be implemented to support goal:

3rd: Targeted weekly intervention for struggling students; Team collaboration weekly to align instructional needs of students; Flexible groups; Weekly small group instruction for all students; Graphic organizers; Mnemonic devices to help remember math concepts; Access to anchor charts and previous lesson material; Strategies for breaking down multi step tasks.

4th / 5th: Math groups; Access to online curriculum; Enrichment math activities and websites; Regular collaboration; Differentiated instruction; Manipulatives; Enrichment projects; Parent volunteers.

How challenge and rigor will be ensured for all students:

3rd: Differentiated Instruction; Small group instruction; Targeted Intervention; Pre-assessments and baseline data tell us which kids are at or above standard already Enrichment activities available daily; Project based learning.

4th: To ensure all our students are receiving challenge and rigor, we provide enrichment activities for students who need it. These activities may include individual research projects, providing extended learning opportunities in math, and collaboration activities through Power School Learning. We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets

5th: Flexible math grouping, enrichment lessons, intervention with specialists, small group lessons with intervention and push in ELL services.

How necessary interventions will be determined:

3rd: Weekly progress monitoring; Baseline assessments

4th: Based on data, some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

5th: After we take our assessments we regroup our students to meet the needs of our struggling students and then push our students who are ready to move ahead.

Any professional learning needed:

3rd / 4th / 5th: Sharing outside resources as a staff and within our PCCs (even the greater learning community); Continued collaboration with grade-level team, school specialists.

Any resources needed and plans to obtain them:

3rd: Lower level books for struggling readers, interactive educational games, professional development books. The plan is to obtain these things through our CIP funds.

4th / 5th: Math enrichment resources.

Timelines and Progress Monitoring Plans:

3rd: Summative district assessments; Formative assessments throughout the units; Weekly team meetings to discuss progress; End of year general assessment; SBA data.

4th: We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

5th: End of unit assessments, CDSA's, mid-point quizzes, and using base line data.

Science: 5 Science SMART Goal:

78% (78 of 100 students) will be at or above standard using WCAS data measurements.

Process used to determine goal:

Based on our SBA scores from 2018, we determined where students currently are in their learning growth and based our goals off current assessments given.

Responsible individual or team:

Fifth grade team.

Strategy/ies that will be implemented to support goal:

Students will use graphic organizers, small group instruction, one-on-one instruction, visual aids, multiple opportunities for practice, whole group sharing and discussions.

How challenge and rigor will be ensured for all students:

Incorporating NGSS with enrichment activities, science fair, BrainPOP Quizzes and research projects.

How necessary interventions will be determined:

Opportunities to meet with their science teacher and review material. Study guides and additional readings to build background knowledge.

Any professional learning needed:

Continued training on Next Generation Science Standards (NGSS).

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

Throughout the 2018-2019 school year, students will use interactive notebooks, monthly projects and assessments, which will be reviewed for progress-monitoring purposes.

Achievement Gap SMART Goal:

71% (15 out of 21 students) identified as Below or Well-Below Benchmark in first grade on EOY DIBELS will be At/Above Benchmark by EOY 2019 DIBELS.

Process used to determine goal:

Our team reviewed the EOY DIBELS results and discussed that early intervention will result in the greatest growth in this academic area - attainability of the goal being strongest at this grade level.

Responsible individual or team:

Intervention and SPED-Heather Uberti and Jessica Bourget-SPED, and Shawna Rothaus-Safety Net.

Strategy/ies that will be implemented to support goal:

An intervention program is being implemented that is strategically aligned with the needs of individual students/small groups and provides for differentiated instruction for individual students/groups that are determined based on student need and skill level. This curriculum combines multiple elements of early reading instruction and incorporates multisensory strategies to more actively engage students.

How challenge and rigor will be ensured for all students:

Each student took a placement test to ensure they are placed strategically within the curriculum. Within the curriculum there are review lessons to ensure success and imbedded opportunities for challenge and enrichment.

How necessary interventions will be determined:

Through the process of analyzing multiple assessment data and progress monitoring records, teachers are able to determine where performance gaps exist and how best to address them through effective interventions.

Any professional learning needed:

Professional Learning is being offered through the LWSD and our team is working collaboratively to align best practices with this curriculum and strategies for serving students effectively in our school.

Any resources needed and plans to obtain them:

Individualized magnetic-lined white boards (3 sets of 10), Raised edge writing paper, Letter Naming Fluency games, and Primary Journals that will be provided by the PTSA at Franklin.

Timelines and Progress Monitoring Plans:

Benchmark data will be gathered in September 2018, January 2019, and May 2019.

School Effectiveness SMART Goal:

By May of 2019, staff agreement to the statement that “the school provides ample information to families about how to help students succeed in school” will increase from 75% combined "agree mostly" and "agree completely" responses to 90% "agree mostly" and/or "agree completely" as measured by survey data collected from the 2018-2019 Nine Characteristics Survey.

Process used to determine goal:

Staff reviewed the Nine Characteristics survey data from 2017-2018.

Responsible individual or team:

Several teams will be responsible for the success of this goal, including the Administrative team, classroom teachers, and members of the Building Leadership Team (BLT).

Strategy/ies that will be implemented to support goal:

Beginning with curriculum night, the administrative team will present the vision for the year-long Social/Emotional work that will be taken on this year, guided by the work of Kristi Mraz and her book *Mindset for Learning*. Staff will spend some Wednesday LEAP time to discuss the five stances, and staff will develop ways to communicate this work to the community.

How challenge and rigor will be ensured for all students:

Including parents on our work on the five stances will challenge all students, as parents will be given the opportunity to use common language and strategies at home that students are already exposed to at school.

How necessary interventions will be determined:

Feedback will be solicited from families to determine the success of the community outreach.

Any professional learning needed:

Kristi Mraz will come to Franklin in the spring, and families will be invited to an evening workshop with Ms. Mraz.

Any resources needed and plans to obtain them:

Funding for Kristi Mraz’s visit will be provided by PTA, as well as by the Lake Washington Literacy Council, who will be partnering with Franklin in bringing Ms. Mraz to Franklin.

Timelines and Progress Monitoring Plans:

We will get community feedback at several points throughout the school year, especially after the visit from Kristi Mraz. The spring 9-Characteristics survey will be the final data point on how successful our work for the year has been.

Attendance SMART Goal:

Students tardy to school will decrease from 8% of students tardy over 20 days during the 2017-2018 school year to 4% of students tardy over 20 days during the 2018-2019 school year.

Process used to determine goal:

A Skyward report was run to determine the number of students tardy more than 20 times during the 2017-2018 school year.

Responsible individual or team:

Our attendance secretary and Associate Principal are responsible for tracking the goals, as well as supporting families in educating them about the importance of on-time attendance at school.

Strategy/ies that will be implemented to support goal:

We will educate families about the importance of on-time attendance. Additionally, the new entry control system makes it more difficult for students to enter the building after the bell has rung, so this extra barrier may be a motivator to on-time attendance.

How challenge and rigor will be ensured for all students:

All families will be educated about the importance of on-time attendance.

How necessary interventions will be determined:

Monthly reports will be run to determine tardy students throughout the year, and families will be contacted individually if a student is tardy more than 10 times.

Any professional learning needed:

No professional learning needed at this time.

Any resources needed and plans to obtain them:

No additional resources are needed at this time.

Timelines and Progress Monitoring Plans:

Attendance reports will be run monthly and families communicated with.

Discipline SMART Goal:

For the 2018-2019 school year, we will reduce discipline referrals by 50% from the previous school year.

Process used to determine goal:

We analyzed office referral data from the previous school year.

Responsible individual or team:

Administrative team and office staff will be responsible for tracking data. All staff will be responsible for instilling in students the importance of positive, kind behaviors during the school day.

Strategy/ies that will be implemented to support goal:

Students will be encouraged to behave through class behavior charts (results of which are announced each week over the intercom to the top class in K-1, 2-3, and 4-5 grade bands), as well as through coaching and instruction from teachers and instructional assistant staff.

How challenge and rigor will be ensured for all students:

All students will be taught how to behave in a positive fashion, with all students to exceed expectations by being leaders toward their classmates.

How necessary interventions will be determined:

Behavior plans will be developed for students needing additional support.

Any professional learning needed:

None needed at this time.

Any resources needed and plans to obtain them:

None needed at this time.

Timelines and Progress Monitoring Plans:

School/Class behaviors are monitored each week, with adjustments made as needed.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Regular meetings with PTA leadership
- Evening presentations/workshops with parents/community invited
- Microsoft Forms to engage feedback for our Growth Mindset family connection videos leading to our spring parent workshop
- Watch D.O.G.S. program, involving parents in the daily work of student growth

Timelines and Progress Monitoring Plans:

- Monthly check-ins with principal PTA president
- Regular accountability check-ins with teaching staff and principal regarding Growth Mindset team goals

2018-19 Strategies to inform parents, families and the community in the CIP process:

- Principal newsletter sent to all families
- Teacher newsletters sent to families
- PTA newsletter sent to all families

Timelines and Progress Monitoring Plans:

- Newsletters are sent on a regular basis, either weekly, monthly or quarterly