



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2010-11**

<p>School <u>Franklin Elementary School</u></p> <p>Principal <u>Amity Butler</u></p>	<table border="1"> <thead> <tr> <th>Reporting Schedule</th> <th>School Submittal</th> <th>Board Summary</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Report 1</td> <td>1-4-11</td> <td>1-10-11</td> </tr> <tr> <td><input type="checkbox"/> Report 2</td> <td>3-29-11</td> <td>4-11-11</td> </tr> <tr> <td><input checked="" type="checkbox"/> Report 3</td> <td>6-21-11</td> <td>6-27-11</td> </tr> </tbody> </table>	Reporting Schedule	School Submittal	Board Summary	<input type="checkbox"/> Report 1	1-4-11	1-10-11	<input type="checkbox"/> Report 2	3-29-11	4-11-11	<input checked="" type="checkbox"/> Report 3	6-21-11	6-27-11
Reporting Schedule	School Submittal	Board Summary											
<input type="checkbox"/> Report 1	1-4-11	1-10-11											
<input type="checkbox"/> Report 2	3-29-11	4-11-11											
<input checked="" type="checkbox"/> Report 3	6-21-11	6-27-11											

Key Progress (incl. relevant internal accountability data references)	Key Barriers To Progress (incl. relevant problem solving steps)
<p>Objective 1.1: DRA: 1st 76%, 2nd 77% DIBELS: 1st 83%, 2nd 57%, 3rd 60%, 4th 70%, 5th 82%, 6th 82% reading at benchmark standard. We continue to see improvement overall in the percentage of students who met standard and ended the year as benchmark students in reading. We instruct students with 90 minutes of reading along with a focus on the reading strategies. We continue to be very concerned about our 2nd grade students as they move into third grade.</p>	<p>Objective 1.1: We meet about students on Fridays, but not all grade level teachers get to meet at the same time. We would like to coordinate this better next year to support or new reading series. We also look forward to the creation of a timeline for teachers using the new series.</p>
<p>Objective 1.2: The end of the year writing scores show continuous improvement. Our youngest writers show definite improvement based on in class assessments and progress on the writing continuum.</p>	<p>Objective 1.2: We were unable to staff after school writing clinics. We are also concerned about our younger students and their mastery of handwriting. We are fearful that their lack of fluency in handwriting and letter formation gets in the way of their communication of ideas.</p>
<p>Objective 1.3: Our youngest students made good progress on their end of the year district tests in math. From grades 3-6, students took the MSP. We anticipate good progress. We spent more focused time on computational fluency this year.</p>	<p>Objective 1.3: Grades 4-5 remain frustrated with the lack of computational practice within the Bridges curriculum. We would like to have a corp of volunteers to support computational fluency next year, but we need someone to coordinate the volunteers.</p>
<p>Objective 1.4 Our end of the year data in science was mixed. Teachers calibrated their expectations during our collaborative day, thus, they may have graded their assessments harder. We anticipate our fifth grade MSP results in the summer. We used the newly designed science assessments at some grade levels at the end of the year.</p>	<p>Objective 1.4: We would love to find money to support science related field trips at all grade levels. Teachers would also benefit from continued science professional development along with supporting resources. We would like more time to work on more than one kit to include inquiry questions.</p>

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: We would like to see more sharing of lessons or read aloud websites over the Franklin Lab Share. We hope that people will be able to incorporate read alouds again during the time students will eat lunch in their classrooms again next year.	Objective 1.1: We will work to find time for grade level teachers to meet along with support staff who work with their students to plan for their RTI reading instruction. We will also encourage classroom teachers to share what they are doing in the classroom with the RTI group teachers so we can work well toward the same goal.
Objective 1.2: Small groups for writing instruction dramatically support students. We would like to find a way to support this – especially in 2 nd grade next year.	Objective 1.2: We would like to support writing fluency and using writer’s notebooks to write daily.
Objective 1.3: We need to expand the number of volunteers able and willing to work with students on computational fluency. We might look at a model similar to Dynamite Readers for first grade. We also need staff support so we can make arithmetic raccoons a larger school wide focus next year.	Objective 1.3: Next year we plan to add more recognition to students who complete their math goals in computational fluency. We need to also find a way to enlist the support of more volunteers willing to play math games with students.
Objective 1.4: We will need time to review the new science assessments to ensure we align our teaching to the assessments. We would like to work with local scientists to support applicability of science learning to students through real world examples.	Objective 1.4: We will work to focus on adding inquiry questions to more science kits and look forward to using the newly designed science assessments as our teaching guide.

Summary Student Internal Accountability System Performance Data to Date (2009-10 is end-of-year data; 2010-11 is year-to-date data)													
Internal Assessment Results for 2009-10 (YTD)							Internal Assessment Results for 2010-11 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	34	91.51%	0	0	0	0	K	36	93.22%	0	0	0	0
1	4	94.79%	0	0	0	0	1	15	94.10%	1	0	0	0
2	6.5	95.24%	2	0	0	0	2	8.5	95.00%	1	0	0	0
3	0	95.84%	1	0	0	0	3	13	95.30%	0	0	0	1
4	15	95.32%	2	0	0	0	4	0	95.99%	5	0	0	0
5	3	94.50%	7	0	0	0	5	19	95.34%	5	0	0	1
6	11.5	94.66%	9	0	0	0	6	4.5	94.88%	5	0	0	0

Analysis Tool/ Measurement Device	Results for 2009-10					Results for 2010-11				
Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)		Reading					Reading			
	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA/ARI	Winter DRA/ARI	Spring DRA/ARI	District Benchmark
	K	❖	❖	❖	91%	K	Dec. Letters and Sounds 75%		❖	91%
	1	❖	68%	75%	❖	1	❖	75%	76%	❖
	2	84%	83%	90%	❖	2	74%	84%	77%	❖
	3	70%	83%	MSP	70%	3	76%	84%	MSP	76%
	4	85%	85%	MSP	91%	4	75%	85%	MSP	75%
	5	91%	99%	MSP	95%	5	90%	93%	MSP	90%
6	79%	83%	MSP	74%	6	76%	87%	MSP	76%	
District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)		Writing			Math		Writing			Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖	84%	88%	K	❖	❖	❖	91%
	1	❖	❖	❖	91%	1	❖	❖	❖	94%
	2	❖	❖	❖	97%	2	❖	❖	❖	84%
	3	❖	47%	91%	59%	3	❖	72%	81%	42%
	4	65% (4/6)	75%	MSP	60%	4	74%	85%	MSP	15%
	5	❖	83%	80%CBA	63%	5	❖	92%	93%	38%
6	❖	73%	63%	54%	6	❖	86%	86%	20%	
District Science Kit Assessments (FOSS Kits) (percent of students at standard)		Science					Science			
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	93%	95%	❖	❖	K	93%	91%	❖	❖
	1	100%	91%	93%	❖	1	96%	90%	95%	❖
	2	100%*	93%*	81%	❖	2	85%	82%	93%	❖
	3	74%*	84%*	74%*	❖	3	85%*	92%*	85%*	❖
	4	48%*	70%*	90%*	❖	4	80%	72%	65%	❖
	5	73%*	70%*	47%*	68%*	5	62%*	77%*	86%*	80%*
6	76%	76%	65%	70%	6	71%	83%	60%	76%	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2010-11 assessment plan.
 * indicates results based on split classrooms from the 2009-2010 school year. One class of fifth grade students used a combination of 4th and modified 5th grade units and one class of third grade used some 2nd grade kits

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plans)	
<ul style="list-style-type: none"> Completed Module 3 of the Purdue professional development TL21 Grant recipient and EETT grant recipient continued technology integration in their classrooms – students created projects using technology One teacher completed her Professional Certification portfolio Two teachers completed their work toward their Master’s degrees for the year Two teachers continued work on rewriting the science kit assessments for the district Our counselor offered information on resiliency and how to support students from chaotic backgrounds in the classroom 	<p>We continue to meet with as a staff, grade level teams, vertical teams, as an instructional leadership team, site team, and para educator team to reflect and examine our current practices while working to improve. (1.1-1.6, 2.1, 2.2) We used IXL math to support differentiation along with Kahn Academy. (1.3, 2.1, 2.2) We began to integrate more inquiry questioning into our science instruction along with energy transfers. (1.4) We anticipate more time needed next year to explore our new Houghton Mifflin curriculum. (1.1, 1.2, 2.1, 2.2)</p>

Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> We continued monthly student council meetings and monthly spirit days Field trips to the Fine Arts Center, Juan de Fuca Festival, Olympic National Park, Public Library, Police Station, Courthouse, Laurel Park Assisted Living, Jamestown Tribal Center, Peninsula College, the Dream Playground, cluster field trip opportunities, and Pacific Science Center Volunteers: storytellers, Holy Trinity, after school groups, guest speakers, (Officer Rife, Jennifer Knight, Matt Schubert, Dr. Wegeman, Shelly Turner) Donuts for Dudes and Goodies for Gals sponsored by PTO Friday Food Bag program begun Grounds clean up Saturday at Franklin sponsored by PTO 	<p>Franklin continually invites volunteers into our community to work with students. We recruit for enrichment cluster leaders, adults to read with students, explore websites, speak about writing in their jobs, work on math, and make mentoring connections to support students. We bring parents into conversations about the academic and social progress of their students as often as possible. We support parent initiated activities like bowling nights and swimming pool nights. We celebrated student success third trimester with our recognition assemblies along with 6th grade graduation. Our parents also will support our field day the last day of school along with many of our sixth grade students. Student council evaluated and set some goals for next year’s leaders to work toward. (3.1, 1.1, 1.2, 1.3, 1.5, 1.6)</p>

Summary Analysis of Response to Intervention (RTI) Activities during Report Period (reference related action plan data)																													
<ul style="list-style-type: none"> Met monthly with teachers and para educators for RTI communication Completed our final DIBELS assessment Concluded our after school support for students in math and reading Percentage of intensive, strategic, and benchmark students in each grade (including Resource II) according to DIBELS: <table border="1"> <thead> <tr> <th></th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>83%</td> <td>57%</td> <td>60%</td> <td>70%</td> <td>82%</td> <td>82%</td> </tr> <tr> <td>Strategic</td> <td>9%</td> <td>17%</td> <td>23%</td> <td>13%</td> <td>9%</td> <td>9%</td> </tr> <tr> <td>Intensive</td> <td>7%</td> <td>27%</td> <td>17%</td> <td>17%</td> <td>9%</td> <td>9%</td> </tr> </tbody> </table>		1 st	2 nd	3 rd	4 th	5 th	6 th	Benchmark	83%	57%	60%	70%	82%	82%	Strategic	9%	17%	23%	13%	9%	9%	Intensive	7%	27%	17%	17%	9%	9%	<p>RTI progress monitoring continued throughout the third trimester and continued to make changes as needed for continued student growth. We base our decisions on teacher input, DRA, ARI, DIBELS, and classroom data. We began looking at what a model involving all students in a grade level at one time might look like when we get our new reading curriculum next year. Our intensive students continue to need support in phonemic awareness and decoding along with fluency. Our second, third, and fourth grade cohort scores concern us and we continue to explore options for support next year. We also ended the year with continued math support in fact fluency and after school small group instruction. (1.1, 1.3, 2.8)</p>
	1 st	2 nd	3 rd	4 th	5 th	6 th																							
Benchmark	83%	57%	60%	70%	82%	82%																							
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This summary will serve as a cover page to the Action Plan sections of the CSIP for each school.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Franklin has seen a slow decline in our reading assessment scores over the past three years.				
STRATEGY	We will continue to use RTI as a reading intervention alongside our classroom based reading instruction supported by a refocus on using the comprehension strategies.				
EVIDENCE OF ACHIEVEMENT	State assessments at target AYP levels for grades 3, 4, 5, and 6.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
We will commit to 90 minutes of reading instruction per day.	September, 2010 – June, 2011	Teachers	Teachers, Principal	<input checked="" type="checkbox"/>	
We will use RTI small group instruction to support intensive reading instruction.	September, 2010 – June, 2011	Teachers, Para-Educators, Title One, Special Education	Staff, Principal	<input checked="" type="checkbox"/>	
We will use read aloud time to model the comprehension strategies to students.	September, 2010 – June, 2011	Teachers	Teachers, Principal	<input checked="" type="checkbox"/>	
We will focus student silent reading time by asking them to examine what they are reading using the reading strategies.	September, 2010 - June, 2011	Teachers	Teachers, Principal	<input checked="" type="checkbox"/>	
We will examine the WASL stem questions to check their alignment with the MSP, then get them in the hands of all staff.	September, 2010 - October, 2010	Franklin Instructional Leadership Team, Curriculum Specialists	Teachers	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances

DATA ANALYSIS	We do not have a consistent gender gap in writing. We scored lower in expository writing.				
STRATEGY	We will use graphic organizers to scaffold content, organization, and style in student writing. We will also focus on more practice in expository writing.				
EVIDENCE OF ACHIEVEMENT	State assessments at target AYP levels for grade 4. Increase percentage of students passing our internal writing assessments. Narrowing gender gap.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
We will provide writing “clinics” either before, after, or during school to support writing instruction for struggling writers.	January, 2011 - May, 2011	Literacy Vertical Team, Title One Support, Teachers	Teachers, Franklin Instructional Leadership Team	<input type="checkbox"/>	We were unable to staff this. We chose to work on math.
We will work on completing writing conferences in small groups.	September, 2010 – June, 2011	Teachers, Title One Support, RTI instructors	Teachers, Franklin Instructional Leadership Team	<input checked="" type="checkbox"/>	
We will use multiple strategies to teach writing including using various graphic organizers and writing for different purposes.	September, 2010 – June, 2011	Teachers	Teachers	<input checked="" type="checkbox"/>	
We will use our writing assessment (either the writing continuum or writing prompts) to guide our instruction.	September, 2010 – June, 2011	Teachers	Teachers, FILT	<input checked="" type="checkbox"/>	
We will work to find male authors or writers to visit Franklin. (Newspaper, radio, TV, etc.)	September, 2010 – June, 2011	Literacy Vertical Team	Literacy Vertical Team	<input checked="" type="checkbox"/>	Krista Chatters, Matt Schubert, Poetry Slam

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Student achievement declined slowly from 2008-2010 in grades 3,4, and 5. Students struggled with number sense and problem solving.				
STRATEGY	We will create a mathematical fluency support program involving classroom instruction, paraeducators, and family support which we believe will equip students to solve multi-step problems.				
EVIDENCE OF ACHIEVEMENT	Measured Student Progress data will indicate student improvement to meet AYP in all cells in math.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
We will implement a school wide Arithmetic Raccoon program to support computational fluency.	October, 2010 - June, 2011	Teachers, Para Educators, Math Vertical Team	Math Vertical Team, Teachers, Franklin ILT	<input checked="" type="checkbox"/>	
We will provide computational fluency materials to parents so they can support their students.	October, 2010 - May, 2011	Teachers, PTA Math Vertical Team	Parents, PTA, Math Vertical Team	<input checked="" type="checkbox"/>	
We will advertise our math goals at each grade level to encourage parents to support our fluency goals.	October, 2010 - June, 2011	Teachers, Principal	Parents, Franklin ILT, Math Vertical Team	<input checked="" type="checkbox"/>	
We will explore the possibility of a before or after school model of math enrichment and/or support.	November, 2010 – May, 2011	Teachers, Title One Support, Para Educators	Franklin Instructional Leadership Team, Teachers	<input checked="" type="checkbox"/>	Providing math support in grades 3-6 after school
We will look for parent or community support to provide enrichment for our students who excel in mathematical thinking.	September, 2010 – May, 2011	Teachers, Principal, Math Vertical Team	Math Vertical Team, PTA, Principal	<input checked="" type="checkbox"/>	volunteers in place at grades 3-6

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Students struggled on the MSP with a 13% drop in the number of students achieving the standard.				
STRATEGY	We will develop a K-6 science continuum for teaching the scientific process and strive to discuss and model inquiry based instruction using the FOSS science kits.				
EVIDENCE OF ACHIEVEMENT	Science scores will increase by AYP index rate. Students in grades 1-5 will learn portions of the scientific process and increase their inquiry skills.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes	Comments
Create a developmental continuum for teaching the scientific process.	September, 2010 – December, 2010	Science Vertical Team	Franklin Instructional Leadership Team	<input checked="" type="checkbox"/>	March collaborative day goal
Incorporate the developmental portion of the scientific process into science kits.	January, 2011 – June, 2011	Teachers	Teachers, Principal	<input checked="" type="checkbox"/>	March day goal
Use inquiry based questions to encourage students to think like scientists.	September, 2010 – June, 2011	Teachers	Teachers, Principal	<input checked="" type="checkbox"/>	created questions and plans on March day
Provide appropriate enrichment activities for all students. (projects, field trips, guest speakers)	September, 2010 – June, 2011	PTA, Principal, Teachers	Franklin Instructional Leadership Team	<input checked="" type="checkbox"/>	
Plan and host an all school “Science Night” with activities for parents, students, and community members.	March, 2011	Science Vertical Team, PTA	Site Team, PTA, Science Vertical Team	<input checked="" type="checkbox"/>	Huge success again!

ACTION PLAN

GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
OBJECTIVE 1.5	Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	Attendance for excused absences was 94.57%. There were 21 suspensions in the 2009-10 school year.				
STRATEGY	Continue to celebrate excellent attendance and positive behavior choices. Consistently reinforce Franklin Fantastic Five Expectations. Help families’ access medical care for chronic absenteeism.				
EVIDENCE OF ACHIEVEMENT	Increased attendance overall.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue Fantastic Five recognition on Friday mornings at the office to reinforce positive behaviors.	September, 2010 – June, 2011	Principal, Staff	Principal, Staff	<input checked="" type="checkbox"/>	
Continually model and teach appropriate courtesy and behavior at school. Utilize new counseling resource as support for instruction.	September, 2010 – June, 2011	Principal, Staff, Counselor	Principal, Site Team	<input checked="" type="checkbox"/>	
Inform and support families to access community resources and support. (clothing, food, shelter, heat, medical care, and counseling)	September, 2010 – June, 2011	Principal, Counselor	Principal, Site Team	<input checked="" type="checkbox"/>	used RTL as well as counselor to support this
Recognize students each trimester and invite parents to the recognition assemblies (grades 1-6).	November, 2010, January, 2011, and June, 2011	Teachers	Principal, Site Team	<input checked="" type="checkbox"/>	teachers do a tremendous job at these assemblies
Track student attendance and contact families with chronic absenteeism.	September, 2010 – June, 2011	Principal, Attendance Secretary, Counselor	Principal, Site Team	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	Parents, staff, students share belief that nine characteristics of highly effective schools are in place at Franklin. Parents (85%), staff (72%), students (87%) agree teachers have high student achievement expectations.				
STRATEGY	Celebrate student achievement in all content areas. Increase community opportunities to partner with the school. Continue student leadership for 6th grade.				
EVIDENCE OF ACHIEVEMENT	Percentage of student suspensions will decrease over time; student engagement will increase as evidenced in participation in student led activities and school activities.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly school spirit days to encourage celebration of hard work and build community.	September, 2010 – June, 2011	Student Council, Staff, Principal, Student Body	Student Council, Staff, Principal	<input checked="" type="checkbox"/>	community building was the focus
Focus on effective effort in all academic areas and reward it with positive feedback.	September, 2010 - June, 2011	Staff	Staff	<input checked="" type="checkbox"/>	
Students will elect officers for student leadership. Representatives from grades 3-5 with officers from grade 6.	September, 2010 – October, 2010	Student Council, Student Body	Student Council, Staff	<input checked="" type="checkbox"/>	
School principal will meet with students to celebrate academic success. (Hot Chocolate and Writing, Arithmetic Raccoons, etc.)	September, 2010 – June, 2011	Principal, Students	Student Council, Staff	<input checked="" type="checkbox"/>	
Student leadership will meet monthly to monitor the school community, discipline, and address other concerns.	September, 2010 – June, 2011	Student Council, Principal	Student Council, Staff	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Staff rate clear, shared focus 90% positive; supportive learning environment 90%; high levels of collaboration and communication 81%; programs, processes support curriculum, instruction, assessment 84%.				
STRATEGY	Collaboration time will be used to support CSIP action plans, RTI instruction, math fluency support, and other areas of focus identified by teachers and the Franklin Instructional Leadership Team.				
EVIDENCE OF ACHIEVEMENT	Students needing more support and differentiation will be identified. Staff EES results will show an increase in positive perceptions in the nine characteristics of highly effective schools.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Plan early release and special education collaborative days to support teaching and learning.	August, 2010 – June, 2011	Principal, Franklin ILT	Franklin ILT, Staff	<input checked="" type="checkbox"/>	
Continue to monitor RTI implementation by meeting once a month with staff directly instructing students to examine data and progress.	October, 2010 – June, 2011	Principal, Title One Teacher, Grade Level Teams	Principal, Title One Teacher, Franklin ILT	<input checked="" type="checkbox"/>	
The Franklin Instructional Leadership Team will meet monthly to support grade level and vertical team goals and address instructional needs.	September, 2010 – June, 2011	Franklin ILT, Principal	Staff	<input checked="" type="checkbox"/>	
Grade level, vertical teams, and the Franklin instructional leadership team will set priorities and calendar support activities.	October, 2010 – November, 2011	Staff, Principal, Franklin ILT	Staff	<input checked="" type="checkbox"/>	revise as needed
Collaboration Tuesdays: 1 st – vertical teams or grade level teams, 2 nd – grade level, 3 rd – Purdue Project, 4 th – staff meetings	September, 2010 – June, 2011	Staff, Principal, Franklin ILT	Staff	<input checked="" type="checkbox"/>	varied according to needs at Franklin

ACTION PLAN

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DATA ANALYSIS	100% of staff indicated that they are willing to work to at changing the school for the better, and 100% say they welcome new and innovative ideas.				
STRATEGY	Collaboration, coaching, and observation opportunities will be available to staff. Grade level teams will meet to improve student learning and achievement and look at and analyze student work.				
EVIDENCE OF ACHIEVEMENT	Students will make gains in their academic performance.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Vertical Teams will analyze instructional implications of state assessments for math, literacy, and science.	August, 2010	Staff	Principal, Staff, Franklin ILT	<input checked="" type="checkbox"/>	
Teachers will have the opportunity to observe their peers.	October, 2010 – June, 2011	Staff	Principal, Franklin ILT	<input checked="" type="checkbox"/>	
Classified staff will participate in professional development opportunities and join us on early release Tuesdays as well as collaborative days.	August, 2010 – June, 2011	Staff	Principal, Franklin ILT, Site Team	<input checked="" type="checkbox"/>	
Staff will use data to focus student improvement and instruction.	August, 2010 – June, 2011	Staff	Staff, Franklin ILT	<input checked="" type="checkbox"/>	
Teachers will participate in the Purdue Project Professional Development Modules and provide feedback on instructional implications.	September, 2010 – June, 2011	Teachers, Principal	Franklin ILT, Principal	<input checked="" type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

DATA ANALYSIS	Classrooms continue to have a box-lite, and Internet access. Sixth grade has a computer lab and Read 180 access. Students will use their student ID numbers to securely save documents.				
STRATEGY	Provide technology upgrades as needed. Maria Kays, Barry Burnett, Heather Chapman, and Terri Longin will share their learning with other staff through their technology grant work.				
EVIDENCE OF ACHIEVEMENT	Technology will be used as a tool to enhance core curriculum and support enrichment activities.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Students will use technology to set and track individual academic goals.	October, 2010 – June, 2011	Students, Staff	Staff, Franklin ILT	<input checked="" type="checkbox"/>	6 th grade primarily
Students will use technology as a tool toward academic achievement.	September, 2010 – June, 2011	Students, Staff	Staff, Franklin ILT	<input checked="" type="checkbox"/>	
Franklin’s school website will be maintained by our building technology expert.	September, 2010 – June, 2011	Building Technology Support, Maria Kays	Principal, Site Team	<input checked="" type="checkbox"/>	
Teachers will use technology to access the Purdue Project Modules online.	September, 2010 – June, 2011	Staff, Principal, Franklin ILT	Staff, Franklin ILT	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	

PART 6: ACTION PLAN

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.8 By June 2009, elementary school teams will participate in Response to Intervention training designed to provide understanding of a tiered model for delivery of instructional interventions addressing struggling students’ reading needs; each team will conduct an internal evaluation of interventions as a step in determining whether to recommend implementing an RTI model.

DATA ANALYSIS	RTI provides a model to support students with diverse instructional needs in reading. It allows students who need intense, focused instruction the opportunity to receive such instruction in small groups.				
STRATEGY	We use RTI to target reading instruction for specific students in addition to classroom reading instruction. We use universal screening of all students and monitor student progress making adjustments as needed.				
EVIDENCE OF ACHIEVEMENT	Student learning improvement in literacy and math across all grade levels. More students at standard in reading, writing and math.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Use DIBELS as a universal screener for all students, grades 1-6 in reading. Administer in fall, winter, and spring. K in winter and spring.	September, 2010 December, 2010 May, 2011	Principal, Para educators, Title One Teacher	Franklin ILT, Title One Teacher, Staff, Principal	<input checked="" type="checkbox"/>	Staff does not prefer DIBELS Next
Use multiple assessment data to develop three tiers of instruction in reading. Staff the tiers to provide instructional support.	September, 2010 – June, 2011	Staff	Staff, Franklin ILT	<input checked="" type="checkbox"/>	
Progress monitor for strategic (tier 2) and intensive (tier 3) students bi-monthly. Adjust instruction and groupings as needed.	September, 2010 – June, 2011	Staff	Staff, Franklin ILT	<input checked="" type="checkbox"/>	
Meet once a month with all reading instructors to discuss students served and examine multiple sources of data to determine continued needs.	September, 2010 – June, 2011	Staff	Staff	<input checked="" type="checkbox"/>	
Explore a universal screener for math at grades 2-6 and support with RTI. (May be after school or in the afternoon.)	October, 2010 – May, 2011	Math vertical team, Franklin ILT	Staff, Franklin ILT	<input checked="" type="checkbox"/>	Math after school support began in March

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	EES data indicates parents believe we set high standards and expectations (85%), have good parent & community involvement (76%) and create a supportive learning environment (81%).				
STRATEGY	We publish volunteer opportunities in newsletters and on our website, contact past volunteers by phone, use e-mail communication, and make volunteer requests at PTA meetings and open houses.				
EVIDENCE OF ACHIEVEMENT	Attendance will improve by AYP index rate. Student improvement will meet AYP in all three areas.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
We will invite parents and community members to support classroom instruction by providing their expertise.	September, 2010 – June, 2011	Staff, Principal, PTA	Site Team, Principal	<input checked="" type="checkbox"/>	
We will continue working with Peninsula Mental Health and the PAEF to provide health and counseling needs to students and families.	September, 2010 – June, 2011	Principal, Counselor	Site Team, Principal	<input checked="" type="checkbox"/>	
We will support PTA planned activities and events.	September, 2010 – June, 2011	Principal, Site Team, Staff	Site Team, Principal, PTA	<input checked="" type="checkbox"/>	
We will recruit parents to serve on school committees and help in classrooms.	September, 2010 – June, 2011	Staff, PTA, Principal	Site Team, Principal, PTA	<input checked="" type="checkbox"/>	
We will invite parents and community members to participate in student performances and celebrations.	September, 2010 – June, 2011	Staff, Principal, PTA	Site Team, Principal	<input checked="" type="checkbox"/>	

PART 6: ACTION PLAN

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$0	Purdue Project Online Modules	Offered to all certificated staff members.	<input checked="" type="checkbox"/>
\$0 (Paid by District funds)	ARI training for staff in September or October.	Grades 3-6 teachers – trained by Debra Roos, Krista Chatters, Barry Burnett, and Cynthia Green	<input checked="" type="checkbox"/>
\$250	Autism Conference travel and registration costs (October 5, 2010 in Seattle)	Laura Eyestone and Debbie Erickson	<input checked="" type="checkbox"/>
\$1200	Guest teacher release time for assessment.	First and second grade teachers to administer DRA. (ongoing)	<input checked="" type="checkbox"/>
\$0 (Special Education Funded)	Reading Mastery Training and Corrective Reading – guest teacher pay	Marty Peterson, Kim Davis, Vickie Daugaard, Sallie Williams, Judy Thomas, and Judy McDonald	<input checked="" type="checkbox"/>
\$300	Guest teacher release time to observe peers.	Offered to all certificated staff members.	<input type="checkbox"/>
\$500	Book Study on Comprehension Strategies called <u>Comprehension Connections</u>	Offered to all interested staff members. (may move to 2011-2012)	<input type="checkbox"/>
\$0	Math training to support computational fluency as well as mental math and problem solving.	Para educators to support math throughout the building. Freda training when needed.	<input checked="" type="checkbox"/>
\$600	Technology Grant Travel if not covered by tech. grant	Terri Longin, Maria Kays, Barry Burnett, and Heather Chapman (March 2-4)	<input checked="" type="checkbox"/>

\$3,200 School Staff Development Allocation

✓ Source: School Budget Allocation