

**Port Angeles School District**

**Franklin Elementary School**



Continuous  
School Improvement Plan  
2009-10

*Date: October 12, 2009*

# DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

## **PART 1: VISION, MISSION, AND BELIEFS**

Define your school's vision and mission and beliefs.

## **PART 2: DATA ANALYSIS**

Collect and analyze critical information.

## **PART 3: AREAS OF STRENGTH AND IMPROVEMENT**

Determine needs and strengths.

## **PART 4: STRATEGIC GOALS**

Establish priority goals for improvement based on the district strategic plan.

## **PART 5: STRATEGIC OBJECTIVES**

Establish building-level objectives to meet major goal expectations.

## **PART 6: ACTION PLANS**

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 21.

## **PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY**

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

## **PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY**

Briefly summarize your school's strategy for implementing a Title I School-wide Plan; clearly describe a comprehensive approach embedded in strategies.

## **PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY**

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.

## **PART 10: TECHNOLOGY SUMMARY**

Use the updated technology plan summary format to consolidate all of the technology plan implications from the action plans prof. dev. summary.

## **PART 11: SUMMARY**

Summarize your Continuous School Improvement Plan. Please bring your draft plan to the Summer Administrative Institute. (There will be time during the SAI for continued CSIP work.) Please submit to the superintendent a preliminary revision of your draft by August 31, 2009. **The final plan is due to the superintendent by September 21, 2010.** Schools will report progress on January 11, 2010, April 12, 2010, and finally for the year on June 18, 2010.

## **PART 12: SIGN-OFF SHEET**

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on September 21, 2009.

## **PART 13 APPENDICES**

## VISION AND MISSION

**Directions:** Define your school’s vision. Vision is described as the single most important tool for leading your school. It captures your school’s collective commitment to a future state. Vision elements are key words and phrases in the statement that prevent differing interpretations of the vision.

Vision: All students will become lifelong learners, problem solvers, and successful citizens. We teach and learn to empower hearts and minds.

**Directions:** Define your school’s mission. The mission is a written statement of purpose, crafted to inspire people to commit to the organization’s vision. It answers the questions: Why do we exist? What do we do? For whom do we do it? Why do we do it?

Mission: Our mission is to provide a safe, healthy, caring environment where all students are challenged to think, grow and achieve academic and social independence through shared responsibility and a commitment to life long learning. Students will leave Franklin Elementary with the skills to interpret and use data to make sense of information and complex situations, to make meaningful connections and discover new insights leading to the formulation of new questions.

**Directions:** Define your school’s beliefs. Beliefs are written statements that capture your school’s shared values. Beliefs are crafted to clarify the principles, the ideals, by which the school team operates. Beliefs underlie the mission and vision statements.

Beliefs: Staff, families and community share the responsibility for the education of our children. ❖ Communication is clear and respectful between all staff, students, parents and community ❖ Franklin Elementary is a safe, positive, welcoming place for all and strives for academic excellence. ❖ All individuals are unique, have inherent worth and deserve respect. ❖ Cultural diversity is valued and recognized. ❖ Nurturing the intellectual, artistic, emotional, social, and physical development of each student leads to responsible, productive community membership. ❖ All children can succeed. ❖ Skills for lifelong learning, wellness, and working with others are fostered in a flexible, innovative learning environment, integrating technology and current resources. ❖ Teaching and learning with high expectations occur with joy, laughter and teamwork.

PART 2: DATA ANALYSIS

## DATA ANALYSIS WASL DATA

**Directions:** Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Reading 3:</b> % of students at each level								
Level 1:			2.3%	2.7%	0.0%	<b>0.0%</b>	3.2%	<b>0.0%</b>
Level 2:			10.5%	6.8%	7.4%	<b>5.0%</b>	9.7%	<b>10.0%</b>
Level 3:			33.7%	45.9%	42.6%	<b>45.0%</b>	29.0%	<b>40.0%</b>
Level 4:			51.2%	39.2%	48.5%	<b>50.0%</b>	58.1%	<b>50.0%</b>
<b>WASL Reading 3:</b> % Meeting Standard:			87.2%	89.2%	91.2%	<b>95.0%</b>	87.1%	<b>90.0%</b>
% Not Meeting Standard:			12.8%	10.8%	8.8%	<b>5.0%</b>	12.9%	<b>10.0%</b>

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Math 3:</b> % of students at each level								
Level 1:			7.0%	5.4%	1.5%	<b>1.0%</b>	8.1%	<b>5.0%</b>
Level 2:			18.6%	16.2%	14.7%	<b>10.0%</b>	19.4%	<b>17.0%</b>
Level 3:			44.2%	62.2%	44.1%	<b>45.0%</b>	33.9%	<b>40.0%</b>
Level 4:			30.2%	14.9%	38.2%	<b>43.0%</b>	38.7%	<b>38.0%</b>
<b>WASL Math 3:</b> % Meeting Standard:			74.4%	77.0%	82.4%	<b>88.0%</b>	72.6%	<b>78.0%</b>
% Not Meeting Standard:			25.6%	23.0%	17%	<b>12.0%</b>	27.4%	<b>22.0%</b>

PART 2: DATA ANALYSIS

## WASL DATA

**Directions:** Enter the scores on the READING and WRITING sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Reading 4:</b> % of students at each level								
Level 1:	0.0%	0.0%	0.0%	1.1%	1.6%	<b>0.0%</b>	0.0%	<b>0.0%</b>
Level 2:	2.9%	4.2%	6.0%	9.1%	9.5%	<b>0.0%</b>	9.0%	<b>7.0%</b>
Level 3:	36.2%	52.1%	49.4%	53.4%	47.6%	<b>60.0%</b>	49.3%	<b>49.0%</b>
Level 4:	60.9%	43.7%	42.2%	33.0%	31.7%	<b>36.0%</b>	41.8%	<b>44.0%</b>
<b>WASL Reading 4:</b> % Meeting Standard:	97.1%	95.8%	92.8%	89.8%	88.9%	<b>97.0%</b>	91.0%	<b>93.0%</b>
% Not Meeting Standard:	2.9%	4.2%	7.2%	10.2%	11.1%	<b>3.0%</b>	9.0%	<b>7.0%</b>

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Writing 4:</b> % of students at each skill								
Conventions:	86.0%	90.1%	87.2%	80.5%	91.9%	<b>93.0%</b>	92.5%	<b>94.0%</b>
Content, Organization, and Style:	62%	62.0%	51.3%	65.5%	59.7%	<b>75.0%</b>	62.7%	<b>67.0%</b>
<b>WASL Writing 4:</b> % Meeting Standard:	73.5%	77.5%	68.3%	61.4%	85.7%	<b>87.0%</b>	77.6%	<b>80.0%</b>
% Not Meeting Standard:	26.5%	22.5%	31.7%	38.6%	14.3%	<b>25.0%</b>	22.4%	<b>20.0%</b>

See notes on pg.6.

PART 2: DATA ANALYSIS

## WASL DATA

**Directions:** Enter the scores on the MATH and SCIENCE sections of the WASL.

<b>Analysis Tool/ Measurement Device</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009 Goal</b>	<b>2009</b>	<b>2010 Goal</b>
<b>WASL Math 4:</b> % of students at each level								
Level 1:	2.9%	4.2%	10.8%	12.5%	11.1%	<b>4.0%</b>	9.0%	<b>8.0%</b>
Level 2:	8.8%	14.1%	24.1%	26.1%	22.2%	<b>10.0%</b>	28.4%	<b>17.0%</b>
Level 3:	30.9%	45.1%	32.5%	20.5%	23.8%	<b>50.0%</b>	23.9%	<b>30.0%</b>
Level 4:	57.4%	36.6%	30.1%	39.8%	38.1%	<b>45.0%</b>	37.3%	<b>45.0%</b>
<b>WASL Math 4:</b> % Meeting Standard:	88.3%	81.7%	63.9%	69.0%	66.7%	<b>80.0%</b>	61.2%	<b>75.0%</b>
% Not Meeting Standard:	11.7%	18.3%	36.1%	31.0%	33.3%	<b>20.0%</b>	38.8%	<b>25.0%</b>

<b>Analysis Tool/ Measurement Device</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009 Goal</b>	<b>2009</b>	<b>2010 Goal</b>
<b>WASL Science 5:</b> % of students at each level								
Level 1:	16.9%	9.7%	12.9%	7.6%	19.5%	<b>6.0%</b>	19%	<b>10.0%</b>
Level 2:	50.8%	25.8%	34.3%	44.3%	28.6%	<b>20.0%</b>	29%	<b>29.0%</b>
Level 3:	24.6%	49.5%	45.7%	34.2%	32.5%	<b>62.0%</b>	32%	<b>40.0%</b>
Level 4:	4.6%	10.8%	2.9%	8.9%	10.4%	<b>12.0%</b>	19%	<b>21.0%</b>
<b>WASL Science 5:</b> % Meeting Standard:	29.2%	60.2%	52.9%	48.1%	51.9%	<b>74.0%</b>	51%	<b>61.0%</b>
% Not Meeting Standard:	70.8%	39.8%	47.1%	51.9%	48.1%	<b>26.0%</b>	48%	<b>39.0%</b>

PART 2: DATA ANALYSIS

## WASL DATA

**Directions:** Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Reading 5:</b> % of students at each level								
Level 1:			1.4%	0.0%	6.5%	<b>0.0%</b>	4.8%	<b>3.0%</b>
Level 2:			8.6%	21.5%	10.4%	<b>10.0%</b>	19.0%	<b>7.0%</b>
Level 3:			37.1%	36.7%	27.3%	<b>45.0%</b>	36.5%	<b>45.0%</b>
Level 4:			50.0%	40.5%	46.8%	<b>44.0%</b>	39.7%	<b>45.0%</b>
<b>WASL Reading 5:</b> % Meeting Standard:			90.0%	78.5%	83.1%	<b>90.0%</b>	76.2%	<b>90.0%</b>
% Not Meeting Standard:			10.0%	21.5%	16.9%	<b>10.0%</b>	23.8%	<b>10.0%</b>

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Math 5:</b> % of students at each level								
Level 1:			15.7%	12.7%	7.8%	<b>8.0%</b>	20.6%	<b>10.0%</b>
Level 2:			30.0%	24.1%	14.3%	<b>10.0%</b>	22.2%	<b>20.0%</b>
Level 3:			28.6%	21.5%	29.9%	<b>37.0%</b>	11.1%	<b>30.0%</b>
Level 4:			25.7%	41.8%	37.7%	<b>46.0%</b>	46.0%	<b>40.0%</b>
<b>WASL Math 5:</b> % Meeting Standard:			54.3%	63.3%	77.9%	<b>73.0%</b>	57.1%	<b>70.0%</b>
% Not Meeting Standard:			45.7%	36.7%	22.1%	<b>27.0%</b>	42.9%	<b>30.0%</b>

PART 2: DATA ANALYSIS

## WASL DATA

**Directions:** Enter the scores on the READING and MATH sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Reading 6:</b> % of students at each level								
Level 1:			0.7%	3.5%	6.2%	<b>4.0%</b>	5.5%	<b>4.0%</b>
Level 2:			30.4%	22.8%	15.4%	<b>10.0%</b>	9.6%	<b>16.0%</b>
Level 3:			50.7%	49.1%	43.1%	<b>51.0%</b>	54.8%	<b>55.0%</b>
Level 4:			18.2%	22.8%	32.3%	<b>35.0%</b>	30.1%	<b>25.0%</b>
<b>WASL Reading 6:</b> % Meeting Standard:			68.9%	73.7%	78.5%	<b>80.0%</b>	84.9%	<b>80.0%</b>
% Not Meeting Standard:			31.1%	26.3%	21.5%	<b>20.0%</b>	15.1%	<b>20.0%</b>

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Math 6:</b> % of students at each level								
Level 1:			16.9%	18.9%	18.5%	<b>8.0%</b>	19.2%	<b>12.0%</b>
Level 2:			16.9%	39.0%	23.1%	<b>15.0%</b>	23.3%	<b>23.0%</b>
Level 3:			36.5%	23.3%	33.8%	<b>44.0%</b>	24.7%	<b>30.0%</b>
Level 4:			29.1%	17.0%	23.1%	<b>31.5%</b>	32.9%	<b>35.0%</b>
<b>WASL Math 6:</b> % Meeting Standard:			65.5%	40.3%	58.5%	<b>65.0%</b>	57.5%	<b>65.0%</b>
% Not Meeting Standard:			34.5%	59.7%	41.5%	<b>35.0%</b>	42.5%	<b>35.0%</b>

PART 2: DATA ANALYSIS

## WASL READING ACHIEVEMENT PROFILE

*NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

**Directions:** Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 3	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
<b>2006</b>	85.4%	78.0%	n/a	80.5%	76.8%	n/a
<b>2007</b>	74.0%	80.8%	n/a	84.9%	79.5%	n/a
<b>2008 Exp.</b>	<b>88.0%</b>	<b>81.0%</b>	n/a	<b>85.5%</b>	<b>81.0%</b>	n/a
<b>2008</b>	90.3%	82.3%	n/a	72.8%	85.5%	n/a
<b>2009 Exp.</b>	<b>0.0%</b>	<b>0.0%</b>	n/a	<b>0.0%</b>	<b>0.0%</b>	n/a
<b>2009</b>	<b>83.9%</b>	<b>85.5%</b>				
<b>2010 Exp.</b>	<b>88%</b>	<b>89%</b>				

**Instructional Implications (including reference to applicable Action Plan):** Eight students in the third grade did not meet standard in reading. 36 students achieved a level four score, 18 level three, 6 level two, and 2 level one. 30 females (85.7%) and 24 males (88.9%) met standard. There was no significant gender achievement gap, but there was a gap for low socio-economic students (63.6% passed). Comprehension and analysis of text were equally strong.

Implications:

- We will focus on intentional small group instruction for the 8 students who did not pass as they become 4<sup>th</sup> grade students as well as continue to monitor those students who were just above the passage score of 400.

PART 2: DATA ANALYSIS

## WASL READING ACHIEVEMENT PROFILE

*NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

**Directions:** Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 4	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
<b>2006</b>	86.3%	90.0%	n/a	88.8%	88.8%	n/a
<b>2007</b>	75.0%	78.4%	n/a	72.7%	76.1%	n/a
<b>2008 Exp.</b>	<b>78.0%</b>	<b>83.0%</b>	n/a	<b>85.0%</b>	<b>83.0%</b>	n/a
<b>2008</b>	81.5%	77.8%	n/a	79.6%	92.6%	n/a
<b>2009 Exp.</b>	<b>0.0%</b>	<b>0.0%</b>	n/a	<b>0.0%</b>	<b>0.0%</b>	n/a
<b>2009</b>	<b>86.6%</b>	<b>86.6%</b>				
<b>2010 Exp.</b>	<b>90%</b>	<b>90%</b>				

**Instructional Implications (including reference to applicable Action Plan):** Six students did not meet standard in reading at the fourth grade. Of those six students, none were at level one, six were at level 2, 33 at level 3, and 28 at level 4. There is a gender gap for males (83.3%) compared to females (97.3%) in reading. 84.8% of low socio-economic students passed reading.

Implications:

- We will focus on closing the gender gap for males.

PART 2: DATA ANALYSIS

## WASL READING ACHIEVEMENT PROFILE

*NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

**Directions:** Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 5	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
<b>2006</b>	86.8%	85.3%	n/a	85.3%	80.9%	n/a
<b>2007</b>	70.9%	68.4%	n/a	72.2%	79.7%	n/a
<b>2008 Exp.</b>	<b>79.0%</b>	<b>81.0%</b>	n/a	<b>75.0%</b>	<b>80.0%</b>	n/a
<b>2008</b>	74.2%	74.2%	n/a	80.6%	80.6%	n/a
<b>2009 Exp.</b>	<b>0.0%</b>	<b>0.0%</b>	n/a	<b>0.0%</b>	<b>0.0%</b>	n/a
<b>2009</b>	<b>62.9%</b>	<b>71.0%</b>				
<b>2010 Exp.</b>	<b>72%</b>	<b>78%</b>				

**Instructional Implications (including reference to applicable Action Plan):** 76.2% of fifth grade students met the WASL standard for reading. Three students scored at level one, 12 at level two, 23 at level three, and 25 at level four. Special education students passed at 38.5%. Females passed at 85.7% and males at 68.6%. A gender gap exists.

Implications:

- We will work to improve performance in special education.
- We will work to close the gender gap for males.

PART 2: DATA ANALYSIS

## WASL READING ACHIEVEMENT PROFILE

*NOTE: Beginning in 2009, Reading is not divided into “Literary” and “Informational”*

**Directions:** Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 6	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
<b>2006</b>	64.9%	71.6%	66.2%	58.86%	64.9%	75.7%
<b>2007</b>	66.9%	87.1%	70.2%	68.5%	71.8%	71.0%
<b>2008 Exp.</b>	<b>75.0%</b>	<b>73.0%</b>	n/a	<b>76.0%</b>	<b>82.0%</b>	n/a
<b>2008</b>	77.6%	74.1%	72.4%	77.6%	70.7%	74.1%
<b>2009 Exp.</b>	<b>0.0%</b>	<b>0.0%</b>	n/a	<b>0.0%</b>	<b>0.0%</b>	n/a
<b>2009</b>	<b>78.1%</b>	<b>69.9%</b>	83.6%			
<b>2010 Exp.</b>	<b>82%</b>	<b>74%</b>				

**Instructional Implications (including reference to applicable Action Plan):** 84.9% of sixth grade students (62 of 73) met standard with 4 students at level one, 7 at level two, 40 at level three, and 22 at level four. 46.7% of special education students met the standard (7 of 15). 87% females and 82% males met standard.

Implications:

- We need to improve special education performance.

PART 2: DATA ANALYSIS

## WASL MATHEMATICS ACHIEVEMENT PROFILE

*\*NOTE: Beginning in 2009 there are only two scores in Math: "Content" and "Process"*

**Directions:** Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 3	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
<b>2006</b>	88.4%	70.9%	58.1%	64.0%	67.4%	64.0%	72.1%	61.6%
<b>2007</b>	53.4%	47.9%	61.6%	56.2%	63.0%	72.6%	72.6%	75.3%
<b>2008 Exp.</b>	<b>60.0%</b>	<b>59.0%</b>	<b>66.0%</b>	<b>62.0%</b>	<b>69.0%</b>	<b>75.0%</b>	<b>75.0%</b>	<b>78.0%</b>
<b>2008</b>	65.2%	77.3%	89.4%	68.2%	80.3%	86.4%	83.3%	74.2%
<b>2009 Exp.</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>2009</b>	<b>69.4%</b>					<b>74.2%</b>		
<b>2010 Exp.</b>	<b>74.0%</b>					<b>78.0%</b>		

**Instructional Implications (including reference to applicable Action Plan):** 72.6% met standard in math (45 of 62 students). Five students met level one, 12 met level two, 21 met level three, and 24 met level four. 71.4% females and 74.1% males met standard. 40.9% of low socio-economic students met standard.

Instructional Implications:

- We need to improve special education performance.
- We will continue to work to improve mathematical content and processes overall.

PART 2: DATA ANALYSIS

## WASL MATHEMATICS ACHIEVEMENT PROFILE

*\*NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

**Directions:** Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 4	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
<b>2005</b>	56.3%	56.3%	52.1%	78.9%	69.0%	85.9%	78.9%	78.0%
<b>2006</b>	51.3%	53.8%	65.0%	53.8%	58.8%	57.5%	80.0%	61.3%
<b>2007</b>	44.3%	64.8%	61.4%	75.0%	44.3%	61.4%	65.9%	36.4%
<b>2008 Exp.</b>	<b>60.6%</b>	<b>71.6%</b>	<b>70.2%</b>	<b>78.0%*</b>	<b>68.2%</b>	<b>76.6%</b>	<b>76.6%</b>	<b>78.8%</b>
<b>2008</b>	68.5%	63.0%	72.2%	48.1%	51.9%	63.0%	61.1%	75.9%
<b>2009 Exp.</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>2009</b>	<b>62.1%</b>					<b>51.5%</b>		
<b>2010 Exp.</b>	<b>70.0%</b>					<b>70.0%</b>		

**Instructional Implications (including reference to applicable Action Plan):** 61.2% met standard (39 of 67). Six students scored at level one, 18 at level 2, 15 at level three, and 24 at level four. 64.9% females and 56.7% males met standard. 45.5% of low socio-economic students passed the WASL.

Instructional Implications:

- We need to close the gender gap and socio-economic gap.
- We will work to raise level 2 scores to level 3 scores.

## WASL MATHEMATICS ACHIEVEMENT PROFILE

*\*NOTE: Beginning in 2009 there are only two scores in Math: “Content” and “Process”*

**Directions:** Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
<b>2006</b>	47.1%	57.1%	70.0%	37.1%	61.4%	54.3%	58.6%	65.7%
<b>2007</b>	67.1%	67.1%	60.8%	53.2%	41.8%	53.2%	69.6%	64.6%
<b>2008 Exp.</b>	<b>70.0%*</b>	<b>70.0%</b>	<b>67.0%</b>	<b>79.0%</b>	<b>52.0%</b>	<b>67.0%</b>	<b>70.0%</b>	<b>65.0%</b>
<b>2008</b>	62.1%	56.1%	60.6%	59.1%	69.7%	77.3%	83.3%	69.7%
<b>2009 Exp.</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>2009</b>	<b>59.7%</b>					<b>62.9%</b>		
<b>2010 Exp.</b>	<b>65.0%</b>					<b>65.0%</b>		

**Instructional Implications (including reference to applicable Action Plan):** 57.1% met standard (36 of 63). This was below the state uniform bar. 13 students scored at level one, 14 at level two, 7 at level three, and 29 at level four. 7.7% special education students met standard (1 of 13). 41.9% low socio-economic students met standard (13 of 31). 45.7% males (16 of 35) and 71.4% females (20 of 28) met standard.

Instructional Implications:

- We will work to close the gender gap and socio-economic gap.
- We will support special education students and increase overall math performance in grade 5.

PART 2: DATA ANALYSIS

## WASL MATHEMATICS ACHIEVEMENT PROFILE

*\*NOTE: Beginning in 2009 there are only two scores in Math: "Content" and "Process"*

**Directions:** Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 6	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
<b>2006</b>	68.7%	63.3%	46.9%	51.7%	53.7%	51.0%	53.7%	73.5%
<b>2007</b>	65.3%	52.1%	65.3%	50.4%	73.6%	51.2%	56.2%	52.9%
<b>2008 Exp.</b>	<b>72.0%</b>	<b>72.0%</b>	<b>67.0%</b>	<b>60.0%</b>	<b>50.0%*</b>	<b>60.0%</b>	<b>73.0%</b>	<b>69.0%</b>
<b>2008</b>	69.0%	72.4%	43.1%	75.9%	58.6%	62.1%	44.8%	48.3%
<b>2009 Exp.</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>2009</b>	<b>52.8%</b>					<b>61.1%</b>		
<b>2010 Exp.</b>	<b>65.0%</b>					<b>65.0%</b>		

**Instructional Implications (including reference to applicable Action Plan:** 57.5% met standard with 14 students at level one, 17 at level two, 18 at level 3 and 24 at level four. 47% special education students met standard (a 12% increase from last year). 61.5% females and 52.9% males met standard.

Instructional Implications:

- We will work to increase overall performance in math at the 6<sup>th</sup> grade.
- We will continue to increase special education performance.
- We will work to close the gender gap.

PART 2: DATA ANALYSIS

## WASL SCIENCE ACHIEVEMENT PROFILE

**Directions:** Under the sub-tests for science, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 5	Science Content				
	Properties of Systems	Structure of Systems	Changes in Systems	Inquiry in Science	Designing Solutions
	Systems	Inquiry	Application		
2006 – State	37.3%	34.8%	41.6%		
2006 – Franklin	53.7%	53.7%	43.3%		
2007 – State	34.3%	32.5%	40.5%	n/a	n/a
2007 – Franklin	43.0%	46.8%	51.9%	n/a	n/a
2008 – State	38.2%	45.2%	48.0%	n/a	n/a
2008 – Franklin	45.3%	53.1%	45.3%	n/a	n/a
2009 – State	<b>43.0%</b>	<b>45.8%</b>	<b>45.5%</b>	n/a	n/a
2009	<b>48.4%</b>	<b>46.8%</b>	<b>59.7%</b>		
2010 Exp.	<b>55.0%</b>	<b>54.0%</b>	<b>65.0%</b>		

**Instructional Implications (including reference to applicable Action Plan):** 51% of fifth grade students passed the WASL in science. 12 scored at level one, 18 at level two, 20 at level three, and 12 at level four. We need to commit to focusing on the scientific method, with more opportunities for authentic hands on, outside science learning is needed across the school-wide instructional system. We need to continue to look at the alignment of science instruction from k-5, leading up to the WASL assessment at the 5<sup>th</sup> grade.

PART 2: DATA ANALYSIS

## WASL GENDER DISAGGREGATION DATA

**Directions:** Copy the percent of students meeting and exceeding standard for each of the gender and subject area subtests.

GENDER	GRADE 3 READING							GRADE 3 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2009 Exp.
Male		85%	85.0%	88.2%	0.0%	88.9%	90.0%		75.0%	67.5%	76.5%	0.0%	74.1%	78.0%
Female		89.1%	94.1%	94.1%	0.0%	85.7%	90.0%		73.9%	88.2%	88.2%	0.0%	71.4%	78.0%

GENDER	GRADE 4 READING							GRADE 4 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	97.0%	93.0%	85.4%	80.6%	0.0%	83.3%	98.0%	87.9%	67.4%	61.0%	64.5%	0.0%	56.7%	75.0%
Female	94.7%	92.5%	93.6%	96.9%	0.0%	97.3%	98.0%	77.3%	60.0%	61.7%	68.8%	0.0%	64.9%	75.0%

GENDER	GRADE 4 WRITING							GRADE 5 SCIENCE						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	66.7%	55.8%	52.5%	77.4%	0.0%	66.7%	90.0%	59.6%	51.6%	50.0%	54.1%	0.0%	48.6%	61.0%
Female	86.8%	82.1%	83.0%	93.8%	0.0%	86.5%	90.0%	60.9%	53.8%	47.1%	50.0%	0.0%	57.1%	61.0%

GENDER	GRADE 5 READING							GRADE 5 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		93.5%	75.6%	86.5%	0.0%	68.6%	90.0%		61.3%	68.2%	83.8%	0.0%	45.7%	72.0%
Female		87.2%	82.4%	80.0%	0.0%	85.7%	90.0%		48.7%	58.8%	72.5%	0.0%	71.4%	72.0%

GENDER	GRADE 6 READING							GRADE 6 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male		64.6%	73.7%	73.0%	0.0%	82.4%	90.0%		65.8%	66.7%	54.1%	0.0%	52.9%	65.0%
Female		73.9%	82.6%	85.7%	0.0%	87.2%	90.0%		65.2%	56.5%	64.3%	0.0%	61.5%	65.0%

PART 2: DATA ANALYSIS

## ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

**Directions:** Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING					MATH						
	2009		2010			2009		2010				
GRADE 3	# stu- dents	Pct. met/exceed standard (Target/Actual)		# stu- dents	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	68	95%	91.2%	<b>58</b>	<b>90%</b>	<b>52</b>	68	85%	82.4%	<b>58</b>	<b>80%</b>	<b>46</b>
American Indian	4	95%	N<10	<b>0</b>	<b>90%</b>	<b>n&lt;10</b>	4	85%	n<10	<b>0</b>	<b>80%</b>	<b>n&lt;10</b>
Asian/Pacific Islander	3	95%	N<10	<b>2</b>	<b>90%</b>	<b>n&lt;10</b>	3	85%	n<10	<b>2</b>	<b>80%</b>	<b>n&lt;10</b>
Black	0	95%	N<10	<b>2</b>	<b>90%</b>	<b>n&lt;10</b>	0	85%	n<10	<b>2</b>	<b>80%</b>	<b>n&lt;10</b>
Hispanic	4	95%	N<10	<b>4</b>	<b>90%</b>	<b>n&lt;10</b>	4	85%	n<10	<b>4</b>	<b>80%</b>	<b>n&lt;10</b>
White	57	95%	91.2%	<b>49</b>	<b>90%</b>	<b>44</b>	57	85%	86.0%	<b>49</b>	<b>80%</b>	<b>39</b>
Male	34	95%	88.2%	<b>28</b>	<b>90%</b>	<b>25</b>	34	85%	76.5%	<b>28</b>	<b>80%</b>	<b>22</b>
Female	34	95%	94.1%	<b>30</b>	<b>90%</b>	<b>27</b>	34	85%	88.2%	<b>30</b>	<b>80%</b>	<b>24</b>
Disabled	11	95%	90.9%	<b>3</b>	<b>90%</b>	<b>n&lt;10</b>	11	85%	63.6%	<b>3</b>	<b>80%</b>	<b>n&lt;10</b>
LEP	1	95%	n<10	<b>1</b>	<b>90%</b>	<b>n&lt;10</b>	1	85%	n<10	<b>1</b>	<b>80%</b>	<b>n&lt;10</b>
Low SES	38	95%	86.8%	<b>28</b>	<b>90%</b>	<b>25</b>	38	85%	71.1%	<b>28</b>	<b>80%</b>	<b>22</b>

PART 2: DATA ANALYSIS

## ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

**Directions:** Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING					MATH						
	2009		2010			2009		2010				
GRADE 4	# stu- dents	Pct. met/exceed standard (Target/Actual)		# stu- dents	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	63	95%	88.9%	<b>65</b>	<b>95.0%</b>	<b>62</b>	63	75%	66.7%	<b>65</b>	<b>75%</b>	<b>49</b>
American Indian	2	95%	N<10	<b>3</b>	<b>95.0%</b>	<b>n&lt;10</b>	2	75%	n<10	<b>3</b>	<b>75%</b>	<b>n&lt;10</b>
Asian/Pacific Islander	3	95%	N<10	<b>8</b>	<b>95.0%</b>	<b>n&lt;10</b>	3	75%	n<10	<b>8</b>	<b>75%</b>	<b>n&lt;10</b>
Black	2	95%	N<10	<b>1</b>	<b>95.0%</b>	<b>n&lt;10</b>	2	75%	n<10	<b>1</b>	<b>75%</b>	<b>n&lt;10</b>
Hispanic	3	95%	N<10	<b>0</b>	<b>95.0%</b>	<b>n&lt;10</b>	3	75%	n<10	<b>0</b>	<b>75%</b>	<b>n&lt;10</b>
White	53	95%	88.6%	<b>52</b>	<b>95.0%</b>	<b>49</b>	53	75%	66.0%	<b>52</b>	<b>75%</b>	<b>39</b>
Male	31	95%	80.6%	<b>25</b>	<b>95.0%</b>	<b>24</b>	31	75%	64.5%	<b>25</b>	<b>75%</b>	<b>19</b>
Female	32	95%	96.9%	<b>40</b>	<b>95.0%</b>	<b>38</b>	32	75%	68.8%	<b>40</b>	<b>75%</b>	<b>30</b>
Disabled	11	95%	90.9%	<b>8</b>	<b>95.0%</b>	<b>n&lt;10</b>	11	75%	45.5%	<b>8</b>	<b>75%</b>	<b>n&lt;10</b>
LEP	0	95%	N<10	<b>3</b>	<b>95.0%</b>	<b>n&lt;10</b>	0	75%	n<10	<b>3</b>	<b>75%</b>	<b>n&lt;10</b>
Low SES	31	95%	87.1%	<b>26</b>	<b>95.0%</b>	<b>25</b>	31	75%	58.1%	<b>26</b>	<b>75%</b>	<b>19</b>

PART 2: DATA ANALYSIS

## ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

**Directions:** Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 5	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	77	92%	83.1%	<b>68</b>	<b>85%</b>	<b>58</b>	77	75%	77.9%	<b>68</b>	<b>70%</b>	<b>48</b>
American Indian	6	92%	n<10	<b>2</b>	<b>85%</b>	<b>n&lt;10</b>	6	75%	n<10	<b>2</b>	<b>70%</b>	<b>n&lt;10</b>
Asian/Pacific Islander	6	92%	n<10	<b>2</b>	<b>85%</b>	<b>n&lt;10</b>	6	75%	n<10	<b>2</b>	<b>70%</b>	<b>n&lt;10</b>
Black	4	92%	n<10	<b>1</b>	<b>85%</b>	<b>n&lt;10</b>	4	75%	n<10	<b>1</b>	<b>70%</b>	<b>n&lt;10</b>
Hispanic	3	92%	n<10	<b>3</b>	<b>85%</b>	<b>n&lt;10</b>	3	75%	n<10	<b>3</b>	<b>70%</b>	<b>n&lt;10</b>
White	58	92%	84.5%	<b>60</b>	<b>85%</b>	<b>51</b>	58	75%	77.6%	<b>60</b>	<b>70%</b>	<b>42</b>
Male	37	92%	86.5%	<b>32</b>	<b>85%</b>	<b>27</b>	37	75%	83.8%	<b>32</b>	<b>70%</b>	<b>22</b>
Female	40	92%	80.0%	<b>36</b>	<b>85%</b>	<b>31</b>	40	75%	72.5%	<b>36</b>	<b>70%</b>	<b>25</b>
Disabled	19	92%	68.4%	<b>10</b>	<b>85%</b>	<b>8</b>	19	75%	78.9%	<b>10</b>	<b>70%</b>	<b>7</b>
LEP	1	92%	n<10	<b>0</b>	<b>85%</b>	<b>n&lt;10</b>	1	75%	n<10	<b>0</b>	<b>70%</b>	<b>n&lt;10</b>
Low SES	33	92%	72.7%	<b>37</b>	<b>85%</b>	<b>31</b>	33	75%	66.7%	<b>37</b>	<b>70%</b>	<b>26</b>

PART 2: DATA ANALYSIS

## ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

**Directions:** Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Note the headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 6	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# stu- dents	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	65	85%	78.5%	<b>59</b>	<b>90%</b>	<b>53</b>	65	70%	58.5%	<b>59</b>	<b>70%</b>	<b>41</b>
American Indian	7	85%	N<10	<b>2</b>	<b>90%</b>	<b>n&lt;10</b>	7	70%	n<10	<b>2</b>	<b>70%</b>	<b>n&lt;10</b>
Asian/Pacific Islander	0	85%	N<10	<b>3</b>	<b>90%</b>	<b>n&lt;10</b>	0	70%	n<10	<b>3</b>	<b>70%</b>	<b>n&lt;10</b>
Black	4	85%	N<10	<b>0</b>	<b>90%</b>	<b>n&lt;10</b>	4	70%	n<10	<b>0</b>	<b>70%</b>	<b>n&lt;10</b>
Hispanic	3	85%	N<10	<b>3</b>	<b>90%</b>	<b>n&lt;10</b>	3	70%	n<10	<b>3</b>	<b>70%</b>	<b>n&lt;10</b>
White	51	85%	88.2%	<b>50</b>	<b>90%</b>	<b>45</b>	51	70%	64.7%	<b>50</b>	<b>70%</b>	<b>35</b>
Male	37	85%	73.0%	<b>33</b>	<b>90%</b>	<b>30</b>	37	70%	54.1%	<b>33</b>	<b>70%</b>	<b>23</b>
Female	28	85%	85.7%	<b>26</b>	<b>90%</b>	<b>23</b>	28	70%	64.3%	<b>26</b>	<b>70%</b>	<b>20</b>
Disabled	14	85%	50.0%	<b>12</b>	<b>90%</b>	<b>11</b>	14	70%	35.7%	<b>12</b>	<b>70%</b>	<b>8</b>
LEP	0	85%	N<10	<b>1</b>	<b>90%</b>	<b>n&lt;10</b>	0	70%	n<10	<b>1</b>	<b>70%</b>	<b>n&lt;10</b>
Low SES	24	85%	58.3%	<b>29</b>	<b>90%</b>	<b>26</b>	24	70%	37.5%	<b>29</b>	<b>70%</b>	<b>20</b>

PART 2: DATA ANALYSIS

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2005	2008	2009 Exp.	2009	2010 Exp.		2005	2008	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	91%	90%	93%	90%	90%	Frequent Monitoring of Teaching and Learning	92%	88%	91%	74%	80%
Effective School Leadership	95%	93%	95%	90%	90%	Focused Professional Development	77%	66%	75%	79%	80%
High Standards & Expectations	78%	72%	80%	74%	80%	Curriculum, Instruction, and Assessment Aligned with Standards	83%	81%	86%	91%	91%
High Levels of Collaboration and Communication	74%	68%	77%	76%	78%	High Levels of Community & Parent Involvement	81%	83%	88%	74%	80%
Supportive Learning Environment	88%	90%	93%	88%	90%	Staff Willingness to Change/Readiness to Benefit	❖	91%	94%	83%	88%

PART 2: DATA ANALYSIS

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2005	2008	2009 Exp.	2009	2010 Exp.	Category	2005	2008	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	59%	78%	<b>84%</b>	<b>89%</b>	<b>89%</b>	Frequent Monitoring of Teaching and Learning	66%	80%	<b>86%</b>	<b>87%</b>	<b>87%</b>
Effective School Leadership	69%	71%	<b>79%</b>	<b>80%</b>	<b>80%</b>	Focused Professional Development	❖	❖	❖	❖	❖
High Standards & Expectations	65%	88%	<b>91%</b>	<b>91%</b>	<b>91%</b>	Curriculum, Instruction, and Assessment Aligned with Standards	63%	80%	<b>86%</b>	<b>85%</b>	<b>85%</b>
High Levels of Collaboration and Communication	73%	81%	<b>87%</b>	<b>83%</b>	<b>85%</b>	High Levels of Community & Parent Involvement	70%	77%	<b>83%</b>	<b>82%</b>	<b>82%</b>
Supportive Learning Environment	70%	79%	<b>85%</b>	<b>88%</b>	<b>88%</b>	Staff Willingness to Change	❖	❖	❖	❖	❖

PART 2: DATA ANALYSIS

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2005	2008	2009 Exp.	2009	2010	Category	2005	2008	2009 Exp.	2009	2010
Clear & Shared Focus	80%	81%	87%	78%	80%	Frequent Monitoring of Teaching and Learning	78%	74%	82%	78%	80%
Effective School Leadership	73%	70%	78%	68%	72%	Focused Professional Development	❖	❖	❖	❖	❖
High Standards & Expectations	88%	90%	93%	87%	90%	Curriculum, Instruction, and Assessment Aligned with Standards	❖	❖	❖	❖	❖
High Levels of Collaboration and Communication	73%	73%	81%	69%	75%	High Levels of Community & Parent Involvement	70%	79%	85%	61%	70%
Supportive Learning Environment	77%	74%	82%	71%	78%	Staff Willingness to Change	❖	❖	❖	❖	❖

PART 2: DATA ANALYSIS

## INTERNAL ACCOUNTABILITY SYSTEM DATA

**Directions:** Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2008-09					Expected Results for 2009-10				
<b>Developmental Reading Assessment (DRA) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard)</b>	<b>Reading</b>					<b>Reading</b>				
	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark	Grade	Fall DRA	Winter DRA	Spring DRA	District Benchmark
	K	❖	❖	❖	❖	K	❖	❖	❖	❖
	1	❖	75%	91%	❖	1	❖	75%	95%	❖
	2	96%	96%	95%	❖	2	90%	95%	95%	❖
	3	68%	88%	❖	58%	3	70%	90%	❖	65%
	4	85%	95%	❖	71%	4	85%	95%	❖	75%
	5	89%	97%	❖	89%	5	85%	97%	❖	90%
6	91%	95%	❖	79%	6	90%	95%	❖	90%	
<b>District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)</b>	<b>Writing</b>				<b>Math</b>	<b>Writing</b>				<b>Math</b>
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	❖	❖	❖	98%	K	❖	❖	❖	98%
	1	❖	❖	❖	98%	1	❖	❖	❖	98%
	2	❖	❖	❖	98%	2	❖	❖	❖	98%
	3	❖	27%	41%	60%	3	❖	35%	60%	70%
	4	66%	55%	❖	40%	4	60%	70%	❖	60%
	5	❖	45%	60%	49%	5	00%	50%	70%	60%
6	❖	41%	66%	30%	6	00%	50%	70%	60%	
<b>District Science Kit Assessments (FOSS Kits) (percent of students at standard)</b>	<b>Science</b>					<b>Science</b>				
	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning	Grade	Physical Science	Life Science	Earth Science	Scientific Reasoning
	K	92%	98%	❖	❖	K	95%	98%	❖	❖
	1	96%	90%	95%	❖	1	95%	90%	95%	❖
	2	90%	90%	82%	❖	2	90%	90%	85%	❖
	3	84%	88%	80%	❖	3	85%	90%	80%	❖
	4	80%	82%	80%	❖	4	80%	85%	80%	❖
	5	78%	81%	73%	77%	5	80%	80%	75%	00%
6	71%	78%	76%	74%	6	75%	80%	78%	00%	

PART 2: DATA ANALYSIS

## INTERNAL ACCOUNTABILITY SYSTEM DATA

**Directions:** Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Performance Data ( <i>end-of-year data</i> )													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (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	0%	99.29%	0	0	0	0	K	0%	99.29%	0	0	0	0
1	0%	99.4%	0	0	0	0	1	0%	99.4%	0	0	0	0
2	0%	99.6%	0	0	0	0	2	0%	99.6%	0	0	0	0
3	0%	99.5%	0	0	0	0	3	0%	99.5%	0	0	0	0
4	0%	99.3%	5	0	0	0	4	0%	99.3%	27	0	0	0
5	0%	99.4%	0	0	0	0	5	0%	99.4%	0	0	0	0
6	0%	99.5%	0	0	1	0	6	0%	99.5%	0	0	1	0

**Instructional Implications (including reference to applicable Action Plan):**

- We will keep our average daily attendance in the high 90's and keep our suspensions low.

PART 2: DATA ANALYSIS

## DEMOGRAPHIC SCHOOL DATA

**Directions:** Fill in the blanks with the data sources given below. Only use data sources relevant to your grade level and which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary	
Attendance Report	Percent of students present per day (2008-09).	98.00%	
Unexcused Absences	Total number of absences not excused (2008-09).	0,000	
Discipline Report	Summary of discipline activity for the building (2008-09).	Drugs/Alcohol: 00 Tobacco: 00 Weapons: 00 Fighting/Assaults: 5	Court Petitions: 000 Expulsions: 1 Short-term Suspensions:5 Long-term Suspensions: 00
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2008-09).	46.3%	
Gender Report	Number of male and female students as reported by the 2008-09 OSPI School Report Card	Males: 208 Females: 223	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2008-09 OSPI School Report Card	American Indian or Alaskan Native: 4.4% Asian or Pacific Islander: 5.3% Black: 2.6% Hispanic:4.2% White: 8195%	
Drop-Out Rate	Percent of students listed as drop-outs in the 2008-09 OSPI School Report Card	0.0%	
Cohort Graduation Rate	Rate of students beginning the 9th grade who successfully complete graduation in four years as reported in the 2008-09 OSPI School Report Card	0.0%	
Staff Report	Staff demographic data as reported in the 2008-09 OSPI School Report Card	Headcount: 28 Overall Ratio: 15:1	Average Years of Exp: 16.1 Percent ≥ a Master’s Degree: 46%

## AREAS OF STRENGTH AND IMPROVEMENT

**Directions:** Remember how important it is to review past trends or changes over time. In reference to the WASL, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p>Reading and Writing</p> <ul style="list-style-type: none"> <li>• Only eight students in the third grade did not meet standard in reading.</li> <li>• 91% of our fourth grade students passed. In fourth grade there were no students scoring at level one in reading.</li> <li>• The comprehension of text and analysis of text in both third and fourth grade were equally strong.</li> <li>• There was no gender gap at grades 3 and 6 in reading.</li> <li>• 92.5% of fourth grade students passed conventions in writing with 77.6% passing writing overall.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• We had a 12% increase in passage by special education students in 6<sup>th</sup> grade</li> <li>• We did not have a gender gap for girls.</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• The improvement in 5<sup>th</sup> grade science scores held steady from last year's 8% gain.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide science differentiation and teaching of the scientific method needs improvement (1.4).</li> <li>• Math computation skills need attention at all grade levels (1.3).</li> <li>• Special education students in both reading and math deserve our focus for improving their performance (1.1,1.3).</li> <li>• We will focus support for low socio-economic students in all areas (1.1, 1.2, 1.3, 1.4).</li> </ul> <p>Reading and Writing</p> <ul style="list-style-type: none"> <li>• We need to continue to improve reading and writing performance to meet AYP (1.1, 1.2).</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• Special education did not make AYP in math this year. We need to improve special education performance (1.3).</li> <li>• We had a gender gap for boys (1.3).</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Continued focus on the scientific method, with more opportunities for authentic hands on, outside science learning is needed across the school-wide instructional system. We need to look at the alignment of science instruction from k-5, leading up to the WASL assessment at the 5<sup>th</sup> grade (1.4).</li> </ul>

See Appendix A for additional notes on school strengths.

See Appendix A for additional notes on areas for improvement.

## STRATEGIC GOALS FOR 2009-10

**Directions:** Please make sure that the district's strategic plan goals are identified in the following spaces.

GOAL	
GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
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.
GOAL 3	Parents and community partners support and enhance the education of children.

## STRATEGIC OBJECTIVES FOR 2009-10

**Directions:** Please list the building level objectives which correspond to district strategic plan goals in the following spaces. Please number objectives in relationship to goals (*e.g.* the first objective pertaining to Goal 1 would be identified as Objective 1.1; the fourth objective pertaining to Goal 2 would be identified as Objective 2.4, etc.). Please order the objectives in numerically ascending order.

OBJECTIVE	
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.
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.
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.
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.
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.

PART 5: STRATEGIC OBJECTIVES

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.
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.
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.
Objective 2.4	By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.
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.
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.

## ACTION PLAN

**Directions:**

For your action plan, complete the following steps:

- Understand the objectives are derived from Data Analysis, Needs Assessment, and Major Goals (Parts 1-3).
- Clearly and succinctly describe the data analysis addressed by the particular action plan.
- Determine particular strategies for each objective that are supported by best practice research.
- Clearly and succinctly state the desired outcome as evidence of achievement.
- Identify specific actions that relate to each objective and identify requisite information.
- Note the completion of action items by checking the identified box.

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

**OBJECTIVE 1.5** By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

<b>DATA ANALYSIS</b>	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
<b>STRATEGY</b>	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
<b>EVIDENCE OF ACHIEVEMENT</b>	We will increase our cohort graduation rate to 82.2% by spring 2004.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Identify dates for conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify staff to hold conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify students to conference (9/10th)	Sep. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	
Hold conferences	Sep. 2004 – Jan. 2005	Identified Staff	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify frequency of conf., annual?	Oct. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	Students at Franklin comprehend and analyze texts at similar percentages. We had a gender gap with girls scoring more than ten percentage points higher than boys in grades four and five.				
<b>STRATEGY</b>	Continue frequent progress monitoring to assess student performance and guide instructional pacing. Small group instruction will support those students needing more individual attention. Add grade 6 to RTI.				
<b>EVIDENCE OF ACHIEVEMENT</b>	State assessments at target AYP levels for grades 3, 4, 5, and 6. Narrowing gender gap for boys.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Review data including WASL, DIBELS, DRA, ARI, and grade level specific data in grade level and vertical teams to guide instruction.	Aug. 2009 – June 2010	Principal; All Staff	Site Team, Principal	<input type="checkbox"/>	
Decide upon and implement a diagnostic screener for phonics as well as comprehension at each grade level in addition to DIBELS.	Oct. 2009-January 2010	All Staff	Teacher Collaboration Teams, RTI Team, Principal	<input type="checkbox"/>	
Continue small, flexible groups of intensive instruction in the area of reading during RTI. Daily fluency practice with targeted students.	Sep. 2009 – June. 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, RTI Team, Principal	<input type="checkbox"/>	
Provide enrichment activities for students exceeding grade level performance while differentiating for students who need more practice.	Sep. 2009 – June 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, PDC, Principal	<input type="checkbox"/>	
Implement response to intervention (RTI) in reading with the addition of 6 <sup>th</sup> grade.	Sep. 2008 – Oct. 2009	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, RTI Team, Principal	<input 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.

<b>DATA ANALYSIS</b>	The achievement gap in writing for rose to a 20% difference with boys scoring lower than girls. Franklin students perform well in conventions, but need more work on content, organization, and style.				
<b>STRATEGY</b>	We will continue using journals in reading, math, science and writing. We will analyze internal writing assessment data by gender and provide focused instruction for struggling students.				
<b>EVIDENCE OF ACHIEVEMENT</b>	State assessments at target AYP levels for grade 4. Increase percentage of students passing our internal writing assessments. Narrowing gender gap.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Engage students in purposeful daily writing using reader’s notebooks, science and math journals, and writer’s workshop.	Sep. 2009 – June 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	
Select/recruit male role models to mentor and inspire boys in writing. Select male author for young writer’s day.	Sep. 2009 – Oct. 2009	K-2 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	_____ scheduled to visit in ____
Continuously identify and target students needing remediation through classroom assessment and progress monitoring.	Sep. 2009 – Apr. 2010	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	
Plan Young Writer’s Workshop day for all students at Franklin Elementary.	Oct. 2009 – Dec. 2009	K-6 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	
Continue the practice of self assessment and goal setting for writing through writer’s workshop and using the writing continuum.	Oct. 2009 – June 2010	3-5 Teachers, Title I Teacher, Principal	Teacher Collaboration Teams, Principal	<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	Special education students need additional support in math. A gender gap emerged in grades 4,5, and 6 for boys in math. Low socio-economic students also scored lower than their peers.				
<b>STRATEGY</b>	We will need to use a diagnostic test for new students and to analyze the weaknesses of current students. <i>Math Alert</i> at grades 3-6 will be used along with <i>Bridges</i> assessments to guide instruction.				
<b>EVIDENCE OF ACHIEVEMENT</b>	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 consider using <i>Math Alert</i> for progress monitoring of students as long as it aligns with the new math standards.	October 2009, December 2009, March 2010	3-6 Teachers, Principal	Principal	<input type="checkbox"/>	
Teachers will continue to adjust curricula after continued examination of state performance standards.	September 2009 – Jan. 2010	K-6 Teachers	Principal, Site Team, Math Vertical Team	<input type="checkbox"/>	
Franklin will develop math computation expectations and a method to improve math computation fluency.	October 2009 – May 2010	Math Vertical Team, K-6 Teachers, Spec. Ed. Teachers, Principal	Math Vertical Team, Principal	<input type="checkbox"/>	Recruit volunteers with math facts
Franklin will implement an after school program to support math content at grades 2-6 with identified strategic and intensive students.	November 2008 – April 2009	Classroom Teachers, Volunteers	Site Team, Principal	<input type="checkbox"/>	+,- grades 2/3 x,÷ grades 3/4
Grades 6 students will participate in Math Olympiad.	May 2009	Grade 6 Teaching Teams	Site Team, Principal, Math Vertical Team	<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	Focus on the scientific method, with continued opportunities for authentic hands on, outside science learning is needed across the school-wide instructional system.				
<b>STRATEGY</b>	We need to examine the new science standards and the alignment of science instruction from K-5, leading up to the state assessment at the 5 <sup>th</sup> grade.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Science scores will increase by AYP index rate. Students in grade 5 will be able to illustrate the entire scientific process in their science journals. Close the gender gaps for males.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Teacher teams meet to look at state and classroom assessments, begin writing student learning plans for targeted students in science.	August 2009 – October 2009	Grade 6 Teachers	Principal, Grade 6 Teachers	<input type="checkbox"/>	
Create a developmental continuum for the scientific process – grades K-6.	October 2009 – November 2009	Grade 5 Teachers	Site Team, Principal	<input type="checkbox"/>	
All students will keep science journals throughout the year to record the scientific process.	December 2009, March 2010, June 2010 (each trimester)	K-6 Teachers	Site Team, Principal	<input type="checkbox"/>	
Provide appropriate enrichment activities for all students. (projects, field trips, guest speakers)	October 2009 – June 2010	PTA, Principal, K-6 Teachers	Site Team, Principal	<input type="checkbox"/>	
Plan and host an all school “Science Night” with activities for parents, students, and community members.	March 2010	Science Vertical Team, Principal, PTA	Site Team, Principal, Science Vertical Team	<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	Attendance for excused absences was 99%. There were 27 suspensions in the 2008-09 school year.				
<b>STRATEGY</b>	Continue to celebrate excellent attendance and positive behavior choices. Implement <i>Why Try?</i> into grade 6 to encourage school attendance and self worth. Help families’ access medical care for chronic absenteeism.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increased attendance overall.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Invite board members to participate in celebrations and incentives for positive behavior to the school-wide discipline plan.	September 2009 – June 2010	Site Team	Staff	<input type="checkbox"/>	
Inform families of community resources and help them with access to supplies needed for school, medical care, and transportation.	September 2009 – June 2010	Principal, Readiness to Learn Teacher (Beth Clifford)	Site Team	<input type="checkbox"/>	
Track absenteeism weekly and make personal contact with families who have unacceptable levels of absenteeism according to board policy.	September 2009 – June 2010	Secretary, Principal	Principal	<input type="checkbox"/>	
Each trimester parents and community will be invited to a recognition ceremony for one third of each classroom in grades 1-6.	September 2009 – June 2010	Principal	Site team	<input type="checkbox"/>	
Continue Friday recognition of Fantastic Five Behavior expectations throughout the week. Also maintain school spirit days.	September 2009 - June 2010	K-6 Teachers, Principal, 3 <sup>rd</sup> -6 <sup>th</sup> grade student leadership	Site Team	<input 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.

<b>DATA ANALYSIS</b>	Parents, staff, students share belief that nine characteristics of highly effective schools are in place at Franklin. Parents (91%), staff (74%), students (87%) agree teachers have high student achievement expectations.				
<b>STRATEGY</b>	Celebrate student achievement in all content areas. Increase community opportunities to partner with the school. Continue student leadership for 6th grade.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Percentage of student suspensions will decrease over time; student engagement will increase as evidenced in participation in student led activities and school activities.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes      Comments	
Discipline committee with student officers will create celebrations for students meeting behavioral expectations consistently.	October 2009	Discipline Committee, Principal, Site Team, Student Council	Staff	<input type="checkbox"/>	
Student leadership will run the Franklin students store, manage the money and inventory, and choose inventory items.	October 2009 - June 2010	Student Leadership, Principal, Site Team, Parent Volunteer	Site Team	<input type="checkbox"/>	
Students will be taught behavioral expectations for school areas first week of school. Expectations will be displayed.	September 2009 – October 2009	Discipline Committee, Principal, Site Team	Staff	<input type="checkbox"/>	
Elect officers for student leadership team. Select student council for reps. grades 3-5 which will be led by the 6 <sup>th</sup> grade officers.	October 2009	Discipline Committee, Principal, Site Team	Staff	<input type="checkbox"/>	
Create a MAC advisory group to examine the future of the MAC program and design, record, and implement policy regarding the MAC.	October 2009 - June 2010	MAC advisory group, Principal, Assistant Superintendent	Staff, Site Team, MAC advisory, Principal	<input 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.

<b>DATA ANALYSIS</b>	Staff rate clear, shared focus 90% positive; supportive learning environment 88%; high standards, expectations for student learning 74%; programs, processes support curriculum, instruction, assessment 91%.				
<b>STRATEGY</b>	Collaboration time will be used to support CSIP action plans, RTI instruction and other areas of focus identified by teachers specific to grade level needs and individually targeted students.				
<b>EVIDENCE OF ACHIEVEMENT</b>	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 collaboration calendar and focus of early release days. Continue use of vertical and grade level teams. Plan RTI team meetings.	September 2009 – June 2010	Site Team, Principal, Instructional Staff	Site Team, Principal	<input type="checkbox"/>	
Grade level district teams will meet during collaboration to focus on RTI implementation and individual student instructional needs.	September 2009 - June 2010	Site Team, Principal, Instructional Staff	Principal, staff	<input type="checkbox"/>	
Collaboration Tuesday plan: 1st - grade level and RTI, 2 <sup>nd</sup> - district teams, 3rd - grade level or vertical teams, 4 <sup>th</sup> - whole group collaboration	September 2009 - June 2010	Site Team, Principal, Instructional Staff	Principal	<input type="checkbox"/>	
Grade level, vertical instructional leadership teams and RTI teams will set priorities and calendar additional support activities.	October 2009 - November 2009	Grade level and vertical teams	Principal and Site team	<input type="checkbox"/>	
				<input 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.

<b>DATA ANALYSIS</b>	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.				
<b>STRATEGY</b>	Collaboration, coaching, 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.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Clear and shared goals and practices that align the curriculum will be in place.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Vertical Instructional Leadership Teams will analyze instructional implications of state assessments for math, literacy, science.	October 2009 – November 2009	All Staff	Principal, Site Team	<input type="checkbox"/>	
Small learning communities will be made up of grade level, vertical, and RTI teams.	October 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
Classified staff will be included in professional development opportunities whenever applicable. Para meetings once a month with the principal.	October 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
Teachers will have the opportunity to observe their peers.	October 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
Teachers will focus on data analysis and RTI model for student improvement.	August 2009 - June 2010	Site Team, Teachers, Principal	Site Team, RTI Team Principal	<input 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.

<b>DATA ANALYSIS</b>	Refurbished Dell computers now comprise classroom computer stations. Classrooms got document camera upgrades and continue to have a box-lite, and Internet access. We also set up a sixth grade computer lab.				
<b>STRATEGY</b>	Support technology used as a tool in all classrooms. Provide time for teachers to share instructional strategies using technology. Use Maria Kays's and Barry Burnett's expertise through their new technology grant.				
<b>EVIDENCE OF ACHIEVEMENT</b>	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
Staff self assessment of professional development needs in technology.	August 2009 – October 2009	Building Tech. Teachers	Principal, Site Team	<input type="checkbox"/>	
Professional development will be offered as needed to respond to teacher needs/requests.	September 2009 – June 2010	Building Tech. Teachers	Principal, Site Team	<input type="checkbox"/>	
Students will continue to use technology to set and track individual academic goals.	November 2009	3rd-6th Grade Teachers	Principal, Site Team	<input type="checkbox"/>	
All students will use tech as a tool.	September 2009 – June 2010	All Staff	Principal, Site Team	<input type="checkbox"/>	
School web site will be maintained by building tech. and will be updated monthly. It will include an electronic version of the school newsletter.	September 2009 – June 2010	Building tech.	Principal, Site Team	<input 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 2.8** 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.

<b>DATA ANALYSIS</b>	RTI is a systematic approach to student learning and improvement through tiered instruction. It acknowledges that there exists a percentage of students in all schools who need more intensive, targeted instruction.				
<b>STRATEGY</b>	Implement RTI through instructional blocks, universal screening of all students, staffing targeted intervention groups, and monitor progress of student learning, adjusting groupings accordingly.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Student learning improvement in literacy and math across all grade levels. More students at standard in reading, writing and math.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes      Comments	
Use DIBELS as a universal screener for all students 1-6 in reading. Administered fall, winter, and spring for baseline data. K winter & spring.	September 2009 December 2009 May 2010	RTI team and Principal	Site team, RTI team and Principal	<input type="checkbox"/>	
Use assessment data to form three tiers of instruction in reading, and staff the tiers with instructional support.	September 2009 – June 2010	All staff	Site team and Principal	<input type="checkbox"/>	
Progress monitor for tiers 2 and 3 bi-monthly. Adjust instruction and/or groups as needed. Decide upon a diagnostic reading screener.	September 2009 – June 2010	RTI team and Principal	Site team and Principal	<input type="checkbox"/>	
Use at least one collaboration time per month to look at implications of assessment data, instruction in tiers, and to make adjustments.	October 2009 – June 2010	All staff	Site team and Principal	<input type="checkbox"/>	
Determine a universal screener for math at grades 2-6 and support with RTI after school and in the afternoon.	October 2009 – May 2010	All staff	Site team and Principal	<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	EES data indicates parents believe we set high standards and expectations (91%), have good parent & community involvement (82%) and create a supportive learning environment (88%).				
<b>STRATEGY</b>	We communicate with all stake holders in a variety of ways. We publish volunteer opportunities in newsletters, contact past volunteers by phone, and make volunteer requests at PTO meetings and open houses.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Attendance will improve by AYP index rate. Student improvement will meet AYP in all three areas.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Board members along with parents and community will be invited to attend and participate in student celebrations and performances.	September 2009 – June 2010	PTA, Principal, Teachers	Principal, Site Team	<input type="checkbox"/>	
Parents will be recruited to offer recess alternatives, to serve on school committee work, and to help in classrooms.	September 2009 – November 2010	PTA, Principal, Teachers	Principal, Site Team	<input type="checkbox"/>	
Continue with Peninsula Mental Health and PAEF in providing basic health and counseling needs and advocacy for students and families.	September 2009	Principal, Peninsula Mental Health, PA Education Foundation	Principal, Site Team	<input type="checkbox"/>	
Plan parent nights focused on student learning to inform parents of the new performance expectations in math and our new state assessment.	January 2010 - March 2010	Principal, vertical teams	Principal, Site Team	<input type="checkbox"/>	
Support PTA planned activities and events such as Bingo Night, Movie Night, and fundraising events.	September 2009 - June 2010	PTA, Principal, teachers	Principal, Site Team	<input type="checkbox"/>	

## STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

**Directions:** Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Our school-wide approach to student learning and improvement can be found in the structures and systems put into place across curricula to support the Response to Intervention model (RTI). Specifically, these support structures and systems include:

- RTI team assigned to grade level classrooms for 45 minutes for small group, focused reading instruction
- Established RTI teams including para-educators and non-classroom based teachers to provide small group instruction according to student needs in literacy and math
- School-wide universal screening set up to occur fall, winter and spring for all students in reading and math
- Small group instruction in three levels; 1) core curriculum taught with school-wide fidelity, 2) strategic intervention (supplemental instruction/materials in addition to core curriculum), and 3) intensive intervention for basic skills development (replacement curricula).
- Identified assessment team
- Assessment of new students within a week of arrival to Franklin, so the level of instruction needed can be determined in the content areas, and student can be assigned to a tiered level of instruction.
- Progress monitoring tools selected for reading and math for strategic and intensive tiers
- Collaboration time dedicated to looking at tiered instruction and making adjustments in grouping or instruction.
- Flexible groupings of students, allowing movement between tiers in response to individual student progress/need
- Student learning plans addressing specific student needs in grades 5 and 6
- After school program for students needing additional support with basic skills development
- Homework club supported by AmeriCorps.
- Additional support for both reading and math in accordance with our RTI plan to support struggling students in sixth grade.

In addition to RTI, we will continue our work with our Washington Green Schools efforts. Our belief is that our students need a comprehensive approach to understanding scientific method from k-6, with authentic hands on opportunities to explore the world around them. During collaboration time we will discuss and share various strategies teachers use to meet the needs of all students using best practices and differentiated instruction within the classroom throughout the day.

PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY

## TITLE I SCHOOL-WIDE PLAN SUMMARY

**Directions:** Briefly summarize your school’s strategy for implementing a Title I School-wide Plan. The summary must reference the ten components’ presence in other parts of the Continuous School Improvement Plan, and describe elements of the plan not addressed other parts. This summary should clearly describe a comprehensive approach embedded in strategies.

Comprehensive Needs Assessment (1): See CSIP Part 2, Data Analysis.	Professional Development Activities (4): See CSIP Part 9, Professional Development Resource Summary.	Teachers Included in Assessment Decisions (8): See CSIP Part 4, Objectives 2.1 and 2.2 Action Plans.
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP Part 6, Objective 3.1 Action Plan(s).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/Enrichment Strategies Summary.
Instruction by Highly Qualified Staff (3) and Attract High-Quality, Highly Qualified Teachers (5): All of the teachers at Franklin Elementary School were highly qualified under the provisions of the federal No Child Left Behind Act during 2005-06, 2006-08, and are highly qualified during 2008-08. The Port Angeles School District developed and implemented a recruiting plan to attract highly qualified, high quality teachers to Port Angeles schools. All of the paraeducators supported by Title I funds at Franklin Elementary School are highly qualified under the provisions of the federal No Child Left Behind Act.		
Transition Plans for Preschool and Between Grade Levels (7): Franklin’s Child Study Team meets weekly. Franklin has a Readiness to Learn coordinator who helps pre-school, Kindergarten, first grade students and their families with transition planning and implementation three times per week.		
Coordination and Integration of Federal, State, and Local Services (10): Franklin Elementary School utilizes the services of Peninsula Mental Health, Readiness to Learn, AmeriCorps volunteers, community volunteers, and the Parent Teacher Organization. During 2008-08 Franklin will be adopted by a local business providing technological support and learning opportunities for students and families.		
<b>Funding Source</b>	<b>Amount</b>	<b>How Funds Support SWP</b>
State LAP	\$0,000	Staff to support Level 1 and 2 student and Student Learning Plans.
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	School-wide assessment and instructional program for students identified for additional support.
Title IIA	\$0,000	Teacher and principal professional development.
Title IIB	\$0,000	
Title IV	\$0,000	
BEA	\$0,000	Basic education funds used in combination wit Title I/LAP to support academic interventions.
Other	\$0,000	Readiness to Learn; coordination assists students and families in grades K-1.

PART 9: 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"/>
\$1700	Substitute time as well as training specific to math and differentiation of instruction.	Instructional Staff, including para-educators	<input type="checkbox"/>
\$400	Select a book for a book study.	Interested certificated and classified staff.	<input type="checkbox"/>
\$900	Substitute release time for assessment	Teachers	<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>

**\$3,000      School Staff Development Allocation**

✓ Source: School Budget Allocation

## TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
<b>Name of School:</b> Franklin				<b>Grades (Example: Elem / MS / HS):</b> Elem		
<b>School Improvement Goal (taken from your building's School Improvement Plan):</b> 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						
<b>Technology and Learning Strategy:</b> Implement technology tools that enhance instruction and provide learning opportunities for students						
<b>Rationale (Research):</b> Technology should be used in context of learning about other curriculum.						
School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
<b>Year 1: 2008-2008</b>	All staff use skyward grade book. Parents can access grades using Skyward Family Access.	Building Principal		Grade Book Training in August 08		Percent of Parents Accessing Information
	Teachers keep/organize student info. more effectively (e.g., extract stu, ach. data, graph prog.)	Building Principal SIT IT	Update and Replace Equipment that is not Meeting Student/Staff needs	PD in New Equipment	Increase Building Budget for Tech. Replacement Needs, Including Re-lamp of Projectors	Percent of Equipment Upgraded
	Survey Staff Needs, Assess Technology Skill Level	Building Principal	Electronic survey	Use of electronic surveys	NA	Survey results
<b>Year 2: 2008-2009</b>	Over 3 Year Period, Purchase and Install Smart Boards in Classrooms	Principal SIT IT	HW – Smart Boards SW as Needed	PD in use of Smart Boards	Purchase of 7 Units per year @ \$1,500 ea.	Number of units purchased and installed
	School IT Team Research and Recommend Potential Alt. Tech. Fund Sources	Principal SIT	NA	Grant Writing or Presentation	NA	Number of Funding Sources Identified
	Communicate info. to parents, students via web. Upcoming events, assignments on school webpage	Principal Staff	More user-friendly web-site	Training in web up-keep	NA	
<b>Year 3: 2009-2010</b>	Students research, analyze data and problem solve in a global context, e.g., students engage in Think-Quest with students in other states, nations.	Principal Staff	Up-graded computers		NA	Assess Survey and Skill Level Test

SIP Team Leader Completing This Form: **Nancy Pack**

Date: **11/16/08**

Other SIP Team Participants: **Steve Pazan, IT**

## SUMMARY

**Directions:** Briefly summarize, in paragraph form, your Continuous School Improvement (CSIP). *Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations?* In the table below, list your reading math, and other school objectives. Your summary description and chart will be used for dissemination purposes – website, annual school performance report, school board, etc.

At Franklin Elementary, we dedicate our time to improving student learning. Our vertical teams in literacy, math, and science along with our Site Team, Student Council, Response to Intervention Team, and PTA ensure shared leadership throughout our school. During early release on Tuesdays, teachers collaborate in grade level, vertical or whole group teams to examine ways to improve instruction, motivation, and school climate. As part of our response to intervention model, students, teachers, and para-educators work in focused, flexible, small groups to target differentiated student needs. We screen all students three times per year in reading using the Dynamic Indicators of Basic Early Literacy (DIBELS). We continue to monitor student progress throughout the year using DIBELS as well as other diagnostic testing to guide focused reading instruction. We monitor progress more frequently for at risk students and adjust our instruction accordingly. We screen new students as they enter Franklin Elementary to begin focused instruction and academic placement as quickly as possible. We dedicate resources of time, personnel, and professional development to the grade levels with the highest need for support in the subject areas they need the most support. Teachers continue to provide differentiated instruction for students of all ability levels within their classrooms. We teach authentic, hands-on science enrichment through our science curriculum and our Washington Green Schools effort. We encourage and delight in community involvement through reading volunteers in our Title One program, enrichment opportunities at all grades, family nights and activities, and stimulating visits to our school by authors, musicians, and other community efforts such as Pennies for Peace. Our work at Franklin Elementary revolves around our vision to help mold successful graduates and lifelong learners while making learning relevant, challenging and fun.

<b>Reading Objectives</b>	Establish three tiers of instruction at each grade level according to need.	Improve comprehension of text.	Improve fluency rates.
<b>Writing Objectives</b>	Differentiate writing instruction through use of student conferences about writing.	Provide make mentors/role models in writing.	Improve content, organization and style for both narrative and expository text.
<b>Math Objectives</b>	Differentiate math instruction according to need and support with RTI.	Implement new state performance standards.	Provide additional support to special needs students in math.
<b>Science Objectives</b>	Use hands-on science activities to teach the scientific process.	Involve as many classrooms as possible in our Green School grant opportunity.	Use science journaling to teach portions of the scientific process in each grade.

## RESPONSE TO INTERVENTION TEAM

Role	Printed Name	Role	Printed Name
Principal	Amity Butler	Specialist Staff Rep.	Debra Roos
Certificated Staff Rep. k-1	Margaret Carlson	Classified Staff Rep.	Pam Caldwell
Certificated Staff Rep. 2-3	Cynthia Green	Classified Staff Rep.	Marie Heikkila
Certificated Staff Rep. 4-6	Terri Longin	Special Education Rep.	Judy Thomas
Certificated Staff Rep.	Dianne Whitaker	Special Education Rep.	Marty Peterson

Our Response to Intervention Team will implement, review, and revise the RTI model. We will continuously evaluate our universal screeners (DIBELS and Math Alert), progress monitoring tools, and flexibility of our focused instructional groups. We will establish assessment calendars and progress monitoring dates as well as guide collaborative discussion agendas for grade level teams. We will compare RTI data collected to our state assessments and establish a system to quickly assess new students as they enter Franklin to place them as quickly as possible in the correct instructional setting.

## SIGN-OFF SHEET

**Directions:** Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Site Team, Para-educator	Kelly Hoch	
Site Team, 1 <sup>st</sup> Grade Teacher	Suzanne Keegan	
Site Team, 1 <sup>st</sup> Grade Teacher	Debbie Halsey	
Site Team, 2 <sup>nd</sup> Grade Teacher	Sharon McCarter	
Site Team, 3 <sup>rd</sup> Grade Teacher	Sharon Bailey	
Site Team, 6 <sup>th</sup> Grade Teacher	Heather Chapman	
Site Team, Resource I Teacher	Judy Thomas	
Site Team, PDC	Hester Hill	
Site Team, Principal	Amity Butler	
Site Team, Community/Parent	Jane Wise	
Site Team, Community/Parent	Heather Iotte	
Site Team, Community Member	Harriet Lawson	
School Board Representative	Cindy Kelly	<i>Board Approved Date:</i> _____

## APPENDICES

**Directions:** Attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

### **Franklin Parent Involvement Plan/ Procedures 2009-2010**

Franklin is committed to the goal of providing quality education for every child in this school. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement of our children. Neither home nor Franklin can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way. At Franklin we recognize that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Franklin intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

xxxxx = discussion items for the October Site Team meeting and PTA meeting.

#### PART I-SCHOOL PARENTAL INVOLVEMENT PLAN/ PROCEDURES REQUIRED COMPONENTS

- A. Franklin will jointly develop/revise with parents the school parental involvement plan/ procedures and distribute it to parents of participating children and make available the parent involvement plan/ procedures to the local community.
  - Staff and parent representatives will meet during a site-based team meeting held on October 5, 2009.
- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
  - Annual meeting will be held on October 13 in the Franklin library in conjunction with our PTA meeting at 6:00 pm.
- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.
  - Title I staff will be available before and after school to meet with parents. Evening meetings or home visits may be scheduled upon request.

## PART 14: APPENDICES

- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116.
- Parents will serve on site-based team at Franklin which meets monthly.
- E. Provide parents of participating children—
- a. Timely information about programs under this part.
  - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- Actions:
- Title I staff will provide information about programs, assessment, and expectations at Open House and Curriculum Nights held at Franklin.
  - Regular progress reports will be sent home each trimester.
  - Informal conferences may be scheduled with teachers as needed.
- F. If school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.
- G. Franklin will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington.

### PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement plan/ procedures, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

-Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.

-Provide frequent reports to parents on their child's progress.

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

## PART 14: APPENDICES

### Actions:

- Parents serve as classroom volunteers at Franklin Elementary.
- At Franklin parents may participate in the PTA (parent-teacher association) and sponsored activities.
- Title One staff operates a reading tutorial program staffed by parents and community volunteers.
- Family reading nights are held in the evenings at Franklin.
- WASL dinners are held for 3rd graders and their parents to review academic standards and support needed.

### BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district under this part.

- a. Shall provide assistance to the parents of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
  - Grade level state standards and content area standards are explained at Franklin curriculum nights in the months of September and October and later at parent-teacher conferences in November.
  - State standards and district assessments are described at WASL dinners for 3<sup>rd</sup> grade. Sample questions and responses are modeled.
- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
  - During parent-teacher conferences materials are provided to help parents work with their children at home in reading and math.
  - Reading strategies and questioning techniques are modeled at family reading night(s).
  - Literacy training is provided for volunteers in the classroom and in Dynamite Readers (volunteer tutorial program).
- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

## PART 14: APPENDICES

- Teachers will receive assistance and/or training in working with parents as a partner in learning.
- d. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Readiness to Learn, any home instruction programs for preschoolers, First Step, First Teacher, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Parent support will be provided at Franklin through the Readiness to Learn program.
  - Coordinate a transition meeting with Head Start/ Franklin kindergarten in the spring involving parents to promote a partnership and explain the expectations of kindergarten.
  - Franklin will provide a preschool/parent interview in the spring for entering kindergarteners in the fall.
  - Franklin will provide kindergarten orientation opportunities for all kindergarten parents entering Franklin by appointment before the first day of kindergarten.
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand. School newsletters will also be posted on our website.
- Newsletters and flyers will be translated in language spoken at home as needed.
- f. Shall provide such other reasonable support for parental involvement activities under this part as parents may request.
- Meetings will be held at a variety of times to accommodate parent work schedules.
- g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
- i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

PART 14: APPENDICES

- j. May train parents to enhance the involvement of other parents.
- k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- l. May adopt and implement model approaches to improving parental involvement.
- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- ELL teacher available to translate notes and flyers to go home.

PART IV-ADOPTION

This Franklin Parental Involvement Plan/ Procedures has been developed/ revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes. The Parent Involvement Plan/ Procedures was developed/revised by Franklin on 10/13/09 and will be in effect for the period of the 2009-2010 school year. The school will make this Parent Involvement Plan/ Procedures available to all parents of participating Title I children and available to the community on or before 10/15/09.

/s/ Amity Butler  
(Signature of Title I Authorized Representative)

9/21/2009  
(Date)

These parents were involved with the development of this document: Rachel Ringer, Laurie Dudley, Holly Juskevich.