



Continuous School Improvement Plan (C-SIP)
Franklin High School
2016 - 2018
Principal: Dr. Jennifer Wiley

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The BLT will review the CSIP again with updates and current data in August 2017.

Mission and Vision

Mission:

The mission of Franklin High School is to graduate students who have achieved academic excellence and who look forward to sharing their expertise, understanding, and compassion to create an increasingly peaceful and productive society.

Vision:

Franklin High School provides an inclusive, safe, and academically challenging environment for all students.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

STEM: Science, Technology, Engineering, and Mathematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

The FHS staff have been involved in a two-year process developing our current strategic plan that can be found on our main website. This plan identifies annual goals, measures of student success, our supporting professional practices (Teaching Practices, Leadership Practices, Organizational Practices) and our indicators of progress. The Building Leadership Team ensures staff-wide input and decision making relative to building-wide goalsetting, professional development and resources (budget) needed to actualize our established goals.

The four pillars of our three-year plan are:

- I. **Culturally responsive, standards-aligned instruction:** Ensures that curriculum, assessments, instruction, materials, and intervention are linked to high standards, and are delivered in ways that are responsive to needs of students.
- II. **Caring and effective educators:** Focuses on providing all school staff with the tools, resources, and opportunities for continuous professional learning so that, over time, they can master their craft.
- III. **Q-mmunity, Strong Relationships with families and community:** Recognizes that "schools can't do it alone." We must promote trust, shared responsibility, and open communication among stakeholders.
- IV. **Mission driven, data-informed collaboration:** Encourages working together towards common goals and making decisions based on facts, not opinion.

This year, anchoring our work in these four pillars, each FHS staff member and PLC (professional learning community) team has worked to identify grade level standards, create common baseline assessments, period benchmark assessments, and course-end assessments. They meet regularly in PLCs and meet regularly to measure individual and group progress. Each staff member has identified a whole group goal through the evaluation process to measure and ensure a year's growth for each student in attendance 80% of time or more. In addition, each teacher has identified a subset of students who are not yet performing at standard and will need a plan for accelerated growth to ensure at least 1.5 year's growth for students in attendance more than 80% of the time. These goals were adopted by the staff in a building-wide process.

Some of the main strategies we are using to accelerate students learning (1.5 year's growth in one year's time are:

- Double-dosing courses in math (Students takes two math courses during the school year – the second courses is often scaffolded support to the main math course);
- Comprehensive tutoring support in core content subjects;
- Academic reading courses in addition to student's main language arts class;
- Co-teaching, inclusion models increasing scaffolded supports within the classroom;

- Mentoring programs and a wrap-around support system for academic and socio-emotional supports;
- Credit retrieval courses and extended day schedule for those students behind in credits;
- Student-led conferences at grades 9 (all students) and 10 (focus group of students);
- Cross-curricular Socratic seminars anchored in vocabulary development and text-based evidence.

Increasing career and college readiness is a building-wide goal for the 2016-2017 school year. Measures of progress include:

- Increasing number of students 4-year college ready through increased coursework;
- Increase graduation rates by 5%;
- Increase number of students who complete college and career planning.

Further, the FHS administrative team has launched a developing initiative to increase 4-year college readiness for African American/Black students by 10% in year one (class of 2017) and 20% each year after for the next three years.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

At Franklin, in each of our courses we begin each semester with diagnostic tools to measure students current level of performance that serves as a baseline against which we measure individual growth for each student to ensure at least a year's growth for each student. In our core content courses, we offer an honor's designation defined in each course by performance and effort at a level higher than grade-level standard. All students at Franklin enroll in AP World Studies at 10th grade where scaffolding, extending learning time, project/performance based learning and small/large group activities are planned to meet each individual student's needs. Our fundamental belief at Franklin is that intelligence is not fixed at birth. That is, with sustained, focused effort in a culturally responsive classroom, all students can accelerate their learning. We build our programs based on ensuring access and supports for all students. All courses are open to all students that includes a broad range of AP courses. We currently offer AP Calculus, AP Statistics, AP Biology, AP World Studies, AP European Studies, AP Literature, AP American Government, and AP Spanish. By offering a wide range of open access rigorous courses coupled with individualized supports we are able to concurrently provide opportunities for those students who have already mastered common tools of scholarship to continue on an accelerated path to college readiness while at the same time, accelerating the learning of those students who may need additional supports.

Our instructional work is facilitated in the following ways:

- I. Personalization is emphasized through our cohort/academy model. 9th graders are placed in academies in cohorts and they share the same teaching teams in Social Studies, Language Arts and Science. In grades 10-12, students select a theme based academy to learn core skills through theme-based content. They travel together in cohort groups in Social Studies and Language Arts for three years. These theme-based academies include John Stanford Academy for Public Service and

Political Science, Academy of Finance, Arts and Humanities, and C.R.E.A.T.E (Construction-Related Engineering, Architectural, and Technical Experience).

- II. Staff meet regularly in PLCs and content teams to analyze and review student work resulting from common assessments, and make instructional adjustments to address areas of concern.
- III. PLCs and content teams create content/grade level, common, aligned scope and sequence.

Through an extensive community resource network, we connect students and families to needed supports that extend beyond what the schoolhouse can directly provide

Our school offers professional development that is high quality and ongoing.

- I. Administrative team facilitates a data-informed inquiry cycle with PLCs to ensure data, scope of sequence, and common assessments drive continuous improvement of classroom instruction and student learning.
- II. FHS extended leadership team (administration, instructional council, building leadership team) aligns professional development opportunities and utilizes a common tool to ensure successful implementation of content/grade level, common aligned scope of sequence.
- III. All staff participate in scheduled school-wide sharing of data about student learning and reflect on individual and team professional practices.
- IV. Professional development topics include:
 - Effective PLC protocols;
 - Standards-based and Culturally Responsive Instruction;
 - Trauma stewardship;
 - Co-teaching and inclusion models across the continuum of learners;
 - Ongoing improvement of progress monitoring.

GLAD (Guided Language Acquisition Design) training

Our school will increase parent/family engagement.

- I. School practices and experiences honor and reflect historical and social events from a wide range of racial, ethnic, cultural and linguistic perspectives.
- II. “*Stop, Drop and Measure*”, our school-wide system of individual progress monitoring, invites families to share in the progress monitoring system every grade marking period;
- III. Student-led conferences are held for all 9th and 10th graders including direct family involvement; Newly established parent/Alumni advisory group helps to inform and guide initiative aimed at improving college readiness for African American/Black students and direct outreach to families for multiple events within this initiative.

Our staff is involved in decision-making.

The FHS staff have been involved in a two-year process developing our current strategic plan that can be found on our main website. This plan identifies annual goals and measures of student success, our support professional practices (Teaching Practices, Leadership Practices, Organizational Practices) and our indicators of progress. The Building Leadership Team ensures staff-wide input and decision making relative to building-wide goalsetting, professional development and resources (budget) needed to actualize our established goals.

We will assist our students to meet standard.

Our annual goals include:

- 1) Ensuring all students at or above grade level grow at least an academic year or greater from established Fall baseline within each subject area and 1.5 year’s growth for students below grade level in core subjects;
- 2) Increase percentage of students achieving proficiency on state assessments;
- 3) Increase percentage of students demonstrating college/career readiness in reading, writing, math and communication skills;
- 4) Increase student instructional time through improved attendance and reduction of disciplinary actions;
- 5) Increase graduation rates for students who are:
 - Entering high school below grade level;
 - English Language Learners (ELL)
 - Students with exceptionalities;

- Students in foster care;

Students who are socio-economically disadvantaged.

Retain high quality, highly effective, and highly qualified staff.

Franklin has developed a high-quality staff that is committed to continuous improvement. Our system of collaborative teams fosters collegiality and mutual accountability for student learning. We experience of low turnover of staff. Typically, when positions are available we are readily able to fill them with highly-qualified candidates.

The FHS counseling and mentoring team are trained to identify early warning indicators that trigger increased academic and socio-emotional supports for students. Responses range from mentoring, tutoring and in-class supports to extending the school day for some students. Systems to engage family and community partners are also in place.

How do we support the transitions of new students and families into our school?

Our summer bridge program for 9th grade students coupled with our Link Crew (peer mentors) help to support the transition of 9th grade students and families to our system. Counselors spend considerable time with new students and families ensuring a successful transition into FHS. The overall ethos of the Franklin campus is welcoming and inviting to newcomers.

How do we support students identified as Highly capable?

To meet the needs of advanced learners we continue to offer a wide variety of Advanced Placement Courses.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	4,658,275	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	16,889	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	45,502	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	104,165	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	67,845	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	338,117	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Students who enter high school performing below grade level will need accelerated learning in order to graduate career and college ready.	<ul style="list-style-type: none"> Students performing below grade level, as measured by baseline assessments at the start of the year, will progress at 1.5 year's growth each year in each classroom. <p>Students will demonstrate accelerated growth as measured by classroom based, often common assessments, in each of the content areas. Student growth will be further measured by progress towards proficiency on state exams where applicable.</p>	Each classroom teacher and building extended leadership team	Annual

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
When curricula/assessments are not in alignment, teachers and support staff are not able to anchor practice in student learning through our PLC (collaborative teams) structure.	Each Cluster of teachers (PLC) is organized to focus both on the established building-wide goals of 1.0 year's growth for each student at grade level and 1.5 year's growth for those performing below grade level.	Each classroom teacher and building extended leadership team	Annual

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Students who enter high school performing below grade level will need accelerated learning in order to graduate career and college ready.	<ul style="list-style-type: none"> • Students performing at or above grade level, as measured by baseline assessments at the start of the year, will progress at 1.0 year's growth each year in each classroom. • Students will demonstrate accelerated growth as measured by classroom based, often common assessments, in each of the content areas. Student growth will be further measured by progress towards proficiency on state exams where applicable. 	Each classroom teacher and building extended leadership team	Annual

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Cross-cultural discontinuities create barriers for student and personal academic growth.	<ol style="list-style-type: none"> I. Increase percentage of students engaged with and contributing to Franklin and the larger community by participating in clubs, sports, the arts, or community programs; II. Increase percentage of students publicly presenting their academic progress, goals, and learning to teachers, families, or community members (e.g. via formal portfolio/capstone presentation to families, FHS public or stakeholders); III. Increase percentage of students continually demonstrating awareness of current performance and setting goals for future performance; <p>Increase percentage of students who show evidence of unique identity development and authentic self.</p>	ALL FHS students, staff and families	Annual