



## 2024-25 CSIP Review and Updates Franklin High School

### Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

### School Data and Building Leadership Team Members

**School Name:** Franklin High School

**Principal:** Erik Weiss

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Carlos, Joshua Tashima-Boyd, Molly Bartlett, Joshua Talosig, David Couture, Nat Lopez, Kara Hafner, and Anthony Foland.

[2023-26 CSIP Franklin HS](#)

[Franklin High School Report](#)

[Franklin High School Climate Survey](#)

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### Summary of Risks and Desired Outcomes

**Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.**

Learning Environments: Staff will create feedback surveys using provided guidelines and administer to at least 75% of their students each semester.

Classroom Instruction: Develop and implement common formative assessments aligned to the curriculum and learning goals.

Family and Community Engagement: Educators will learn about resources and tools to facilitate communication with families who have limited English proficiency, including translation services, interpreters, and culturally relevant materials.

**What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?**

We are continuing to struggle with math performance and students seeing relevance in their core curriculum areas as evidenced by SBA data, math course grades, and climate survey results; by not

adjusting the CSIP to reflect these risks the post-secondary success and goals of, particularly our Hispanic, African American, and East African students and families are at risk

### **What are short-term and long-term desired outcomes for student, family, and staff groups?**

- Increase participation of SFPEJ in advanced coursework in ELA and Math classes by 10%.
- Develop and maintain a staff engagement committee that hosts 4 different events over the course of the year focused on engaging with families of SSPEJ.
- Begin engagement with the family co-design work through the FEPP Levy.
- Increase participation in and positive responses to student climate survey.

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## **Comprehensive Needs Assessment Summary**

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

### **Student Groups**

#### **Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

88% of students responded positively to questions regarding belonging and relationships at school compared to a district average of 85% and 90% of students responded positively to questions regarding Social and Emotional Learning compared to a district average of 86%.

#### **Summary of student strengths supported by data:**

Students' highest growth area in the fall student climate survey was their increased awareness of post-secondary options and pathways; students' scores as evidenced by ELA grades and SBA scores continue to increase in reading and writing, and students are accessing humanities based advanced coursework at high rates.

#### **Identify and prioritize student needs supported by data:**

Students have indicated relatively low confidence in their feelings towards science, literacy and towards positive behavior and safety supports in the school- this indicates a need to support students in successfully accessing supports for these areas and improving positive reinforcement for positive behaviors.

#### **Summary of possible root causes of the priority student need:**

Students indicated that the lowest area of comfort in science was seeing how what they are learning connects to their lives, families and community suggesting that a root cause could be the need for teachers to increase the relevance of the curriculum to our student body.

### **School Staff**

#### **Summary of the data illuminating that staff are improving their culturally responsive professional practices:**

In the Spring 2024 Student Climate Survey, 81% of students answered positively to questions regarding Identity and Culturally Responsive Teaching as compared to the district average of 75% for High School students.

And, 88% responded positively to the question around inclusionary practices as compared to the district average of 84% for High School students.

### **Summary of data proving professional learning is effective in supporting student outcomes:**

As noted in the previous response we see increased scores relative to the district in our inclusionary practices and culturally responsive teaching practices, both of which have been direct foci of our professional development

### **Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:**

Professional learning around how to support students using shared assessments and effective PLCs in analyzing student work, specifically around math needs to be strengthened.

## **Support Systems**

### **Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:**

Over the 23-24 school year PTSA membership increased more than 10 x through an extensive partnership between the PTSA and school staff, this is being built on by adding in the component of family co-design in partnership with the city of Seattle FEPP levy through professional development that involves families, students, and staff.

### **Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

Last year we initiated a partnership with El Centro de la Raza during advisory to support mentorship and employment opportunities for Hispanic students; this year that partnership will be expanded through a new MOU that will allow for El Centro de la Raza to bring in multiple programs 5 days a week in the school building.

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## **Priority Area: Learning Environments – Joyful, Safe, Anti-Racist**

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

From 2023-2026 staff will engage all students in student feedback surveys that address the student's perspective on pedagogies, classroom environment, curriculum and the teacher's anti-racist practices and implementation of restorative practices.

Staff will actively reflect on this data and implement strategies/ interventions to improve our students' Identity and Culturally Responsive Teaching, showing a 2% growth each school year.

#### **2024-25 One-Year Goal:**

Positive student rating for identity and Culturally Responsive Teaching will increase from 81% to 85% from the Spring 2024 survey to the Spring 2025 survey.

### **Action Plan**

#### **2024-25 Evidence-based Practice 1:**

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

#### **Student Outcome Data Measures:**

- School Attendance Dashboard on Atlas
- Unified Insights

**Timeframe for Reviewing Student Outcome Data Measures:**

Regularly at weekly MTSS meetings

**Process Data Measures:**

- Building determine Schedule of MTSS Meetings
- Student Attendance Agreement Plan
- Quarterly attendance challenge data

**Timeframe for Reviewing Process Data Measures:**

Monthly

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- MTSS
- Admin

**Add any additional context about your school's implementation of chosen evidence-based practice that you would like included in your 1-year CSIP Action Plan.**

Leveraging Levy and ASB supports to provide attendance incentives.

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

**2023-26 Three-year Goal:**

From 2023-2026 staff will engage in professional developments focused on improving and implementing Ethnic Studies, restorative practices and Standards based teaching and assessment and UDL.

Alongside evaluators, staff will continually reflect and update curriculum and pedagogies to improve our students' learning through a lenses of antiracist practices and equity.

**2024-25 One-Year Goal:**

By the end of the 2024-25 school year, we will increase the percentage of students at Franklin High School who meet graduation requirements and complete advanced coursework in ELA and Math.

Achieve a 5% increase in the number of students who have accumulated sufficient credits to meet graduation requirements by the end of the 10th grade.

Increase the percentage of FFEJ students registering for advanced coursework the 25-26 school year by 10% compared to the previous year.

### Action Plan

**2024-25 Evidence-based Practice 1:**

CTE Pathways: All students will have access to high quality CTE pathways and work-based learning experiences.

**Student Outcome Data Measures:**

- Beginning of Year
- End of Year

**Timeframe for Reviewing Student Outcome Data Measures:**

- School-based Survey (staff or students)
- Course enrollment data

**Process Data Measures:**

- End of Year
- Middle of Year

**Timeframe for Reviewing Process Data Measures:**

- Counseling Team
- CTE Team
- Admin
- Multilingual Learner Teachers

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

Met with CTE district level supports to increase number of high-quality pathways and ML to roll out better promotion of CTE pathways.

**Action Plan****2024-25 Evidence-based Practice 2:**

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

**Student Outcome Data Measures:**

- Curriculum-Embedded Assessments (CEAs)
- Student Grades Reports
- Smarter Balanced Assessment (SBA)

**Timeframe for Reviewing Student Outcome Data Measures:**

Bi-monthly at staff meetings

**Process Data Measures:**

- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets

**Timeframe for Reviewing Process Data Measures:**

Monthly

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

Admin Team

**Advance Learning and Highly Capable Services:**

Students are provided advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

## **Expanded Learning:**

Afterschool Enrichment Programs:

- Offer a variety of enrichment activities that align with the school's curriculum and focus on diverse areas such as arts, STEM (Science, Technology, Engineering, and Math), sports, leadership, and cultural exploration.
- Collaborate with community organizations, local businesses, and cultural institutions to provide engaging and educational experiences for students.
- Incorporate culturally responsive practices and content to ensure inclusivity and representation in the enrichment activities.
- Provide academic support, tutoring, or homework assistance to reinforce and extend learning from the regular school day.

Summer Enrichment Programs:

- Design and implement summer programs that focus on academic enrichment, skill development, and experiential learning in conjunction with district offerings.
- Offer culturally relevant and responsive learning experiences that honor and celebrate the backgrounds and identities of the students.
- Provide opportunities for students to explore their interests, engage in hands-on activities, and develop new talents and skills.
- Collaborate with community partners to offer specialized programs, internships, or career exploration opportunities.

Acceleration Programs:

- Identify students who would benefit from advanced coursework or accelerated learning opportunities.
- Offer accelerated classes, advanced placement (AP) courses, or dual enrollment programs in collaboration with local colleges or universities.
- Provide targeted support and resources to help students succeed in advanced coursework, such as study groups, mentoring, or academic coaching.
- Ensure equitable access to accelerated programs by addressing any systemic barriers that may prevent certain students from participating.

## **Homework Policy:**

Homework policies are by and large determined by separate departments with shared late and credit policies; generally speaking homework is work assigned in class that is not completed during

the class time. There may be individual variation depending on if the class is a college in the classroom course or not.

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Three-year Goal:

From 2023-2026 Franklin High School will align with our Levy goal to improve Family and Community Engagement. We will design and host events that are more accessible and increase and diversify membership on our family engagement team. We will target multi-lingual, multi-generational, and working-class families.

#### 2024-25 One-Year Goal:

In the 24-25 school year Franklin High School will leverage existing partnerships with families and CBOs to create a Family Co-Design team that participates in the monthly Family Co-Design workshops supported by the Seattle FEED Levy and produces opportunities for families to have direct input on school decisions.

### Action Plan

#### 2024-25 Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

#### Student Outcome Data Measures:

Student Attendance

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

Assessment and community mapping of CBO partnerships

#### Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

#### Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- CCLR Team
  - LEVY Team
  - Admin Team
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## 2024-25 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

### Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$7,868,151
- **Activities Implemented:** Basic Ed hiring of teachers

### **Multilingual Learners (Title III)**

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$1,691,569
- **Activities Implemented:**
  - Hiring of ML staff for sheltered and co-taught classes
  - Bilingual IAs

### **Learning Assistance Program (LAP)**

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$479,000
- **Activities Implemented:**
  - Additional Counselor
  - Social Worker FTE
  - Math and ELA support for students who have not yet met Math and ELA pathways for graduation

### **Levy Funds**

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$152,954
- **Activities Implemented:**
  - Summer bridge program for incoming 9th graders
  - After school tutoring
  - Additional semester end push support
  - Interventionist
  - Attendance support