



2023-26 Continuous School Improvement Plan (C-SIP)

Franklin High School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Franklin High School

Principal: Erik Weiss

Members of the Building Leadership Team and Parent/Guardian Partners: In Progress

Community Partners (Community Based Organizations): In Progress



[Franklin High School Report](#)

[Franklin High School Climate Survey](#)

School Overview

Franklin High School is one of Seattle's oldest open high schools with the first graduating class walking across the stage in 1912. We are situated in the historic Rainier Valley on the shores of Lake

Washington and in the shadow of Beacon Hill where beautiful cultures and communities intersect. We serve a student population of 87% students of color. Many of our students experience complex living situations and stories as marked by 66% students are from low-income families.

- 25.2% of students are Multilingual Learners (ML)
- 12.3% of students are served through an Individualized Education Plan
- 4.3% of students are homeless

In most cases, simply due to our enrollment of over 1,200 students, in most categories, Franklin represents the highest number of students served in these programs in our district. Furthermore, many of our students, especially those in our ML program, are experiencing formal education for the first time in their lives and speak languages other than English at home.

While these populations face challenges in systems that have historically underserved them with respect to standardized assessments, academic achievement, on time credit attainment towards graduation, they do provide for a beautifully diverse community where identity and growth are valued.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

[*African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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' Positive Behavior and Safety rating on the Climate Survey, showing a 2% growth each school year.

One-year Goal:

In partnership with Franklin's Racial Equity Team, Building Leadership Team and Restorative Practices Team – staff will create feedback surveys using the provided guidelines, and administer to at least 75% of their students each semester.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Guardrail 4 directly supports the vision of Franklin High School by ensuring that all students, regardless of their background or abilities, are provided with the necessary behavioral and social-emotional supports. By emphasizing the importance of culturally responsive approaches, the guardrail ensures that disciplinary actions are not used as a substitute for addressing students' needs in a supportive and inclusive manner. Franklin High School's vision of providing an inclusive environment is reinforced through this guardrail because it promotes understanding and responsiveness to the diverse cultural backgrounds and individual differences of the students. Instead of relying solely on disciplinary measures, the school prioritizes proactive and supportive interventions that address behavioral and social-emotional challenges, helping students feel valued and supported in their personal growth.

Guardrail 5 aligns closely with the vision of Franklin High School, which aims to provide an inclusive and safe environment for all students. By emphasizing the importance of creating welcoming environments, the guardrail ensures that every aspect of the school, including district departments, school buildings, and classrooms, actively contributes to fostering an atmosphere of acceptance and belonging. Franklin High School's vision of providing a safe and academically challenging environment for all students is enhanced through this guardrail. When students feel welcomed and valued in their learning environment, they are more likely to engage in their studies, take risks, and actively participate in the school community. The guardrail emphasizes the school's commitment to ensuring that every student feels comfortable, respected, and supported throughout their educational journey at Franklin High School.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Administer student feedback surveys: Staff will regularly administer student feedback surveys that gather students' perspectives on pedagogies, classroom environment, curriculum, and the teacher's anti-racist practices and implementation of restorative practices. These surveys should be designed to capture diverse voices and experiences, ensuring that all students have an opportunity to provide feedback.
- Analyze student feedback data: Staff will actively reflect on the data collected from the student feedback surveys. This includes analyzing the responses, identifying trends or patterns, and identifying areas for improvement in pedagogies, classroom environment, curriculum, anti-racist

practices, and restorative practices. Data analysis should be conducted with an equity lens to identify any disparities or inequities among student groups.

- Professional learning on culturally responsive practices: Staff will engage in professional learning opportunities focused on cultural responsiveness, anti-racist teaching practices, and restorative practices. These trainings should provide educators with strategies and tools to create inclusive and equitable learning environments, foster positive student-teacher relationships, and promote student agency and voice.
- Collaborative reflection and goal setting: Staff will engage in collaborative reflection sessions where they can discuss the student feedback data, share insights and perspectives, and collectively identify areas for growth and improvement. Through these discussions, staff can set specific goals and targets to address the identified areas and develop action plans to implement effective strategies and interventions.
- Implement culturally responsive instructional practices: Staff will integrate culturally responsive instructional practices into their teaching, ensuring that instructional materials, resources, and pedagogies reflect the diverse cultures, backgrounds, and experiences of the students. This includes incorporating diverse perspectives, texts, and examples into the curriculum, using inclusive teaching strategies, and providing opportunities for students to connect their own experiences to the content being taught.
- Implement restorative practices: Staff will actively implement restorative practices as an alternative approach to disciplinary actions. This includes creating a supportive and accountable classroom community, facilitating dialogue and conflict resolution, and promoting empathy, understanding, and responsibility among students. Restorative practices can contribute to a positive and safe classroom environment where students' voices are heard, and conflicts are resolved in a fair and inclusive manner.
- Ongoing monitoring and adjustment: Staff will continuously monitor the implementation of strategies and interventions and regularly assess their effectiveness. This includes collecting data on student behavior, engagement, and perceptions of safety, and using this data to make informed adjustments and improvements. Staff should engage in regular reflection and collaboration to share successes, challenges, and best practices.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Culturally responsive teaching and anti-racist practices:

- Professional learning sessions focused on culturally responsive teaching: These sessions provide educators with a deep understanding of culturally responsive pedagogies and strategies that honor and affirm the diverse backgrounds and experiences of African American males and students of color. The training should emphasize creating inclusive learning environments, fostering positive student-teacher relationships, and incorporating culturally relevant instructional materials and practices.
- Addressing implicit bias and anti-racist practices: Professional learning sessions should also address implicit biases and equip educators with strategies to recognize and mitigate their own biases. This training helps staff develop a critical consciousness and cultivate anti-racist practices in their interactions, instructional decision-making, and curriculum development.

Language acquisition and support for multilingual learners:

- Professional learning on effective strategies for English language development: Educators should participate in professional learning that focuses on effective instructional strategies for supporting the language acquisition and academic success of multilingual learners. This includes training on language development theories, scaffolding techniques, and integrating language learning opportunities across the curriculum.
- Culturally sustaining practices for multilingual learners: Professional learning sessions should emphasize culturally sustaining practices that validate and build upon the linguistic and cultural assets of multilingual learners. This training supports educators in designing

culturally relevant curriculum, incorporating diverse perspectives and texts, and valuing students' home languages.

Inclusive practices for students eligible for special education services:

- Professional learning on inclusive education: Educators should engage in professional learning that promotes inclusive education practices, focusing on strategies for differentiating instruction, implementing Universal Design for Learning (UDL), and co-teaching models. This training helps staff create inclusive classrooms where students eligible for special education services receive appropriate accommodations and support within the general education environment.
- Collaborative problem-solving and individualized supports: Professional learning should also emphasize collaborative problem-solving and individualized supports for students eligible for special education services. This includes training on developing Individualized Education Programs (IEPs), using data to inform instructional decisions, and fostering collaboration between general education and special education teachers.

Personalized learning for students eligible for advanced learning services:

- Differentiated instruction and curriculum compacting: Professional learning should focus on differentiated instruction and curriculum compacting techniques that allow advanced learners to progress at their own pace and delve deeper into content areas of interest. This training helps educators tailor instruction to meet the unique needs of students eligible for advanced learning services.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

African American males and/or students of color furthest from educational justice:

- Culturally responsive instruction: MTSS should include strategies and supports that promote culturally responsive instruction. This involves incorporating diverse perspectives, culturally relevant materials, and instructional practices that honor and affirm the identities and experiences of African American males and students of color.
- Equitable access to interventions: MTSS should ensure that African American males and students of color have equitable access to targeted interventions and supports based on their specific academic and behavioral needs. This includes monitoring for any potential disparities in access to interventions and addressing them promptly.

Multilingual learners:

- Language support and accommodations: MTSS should include provisions for language support and accommodations for multilingual learners. This may involve specialized instruction for English language development, modifications to assessments and assignments, and collaboration with Multilingual Learner (ML) specialists to address the unique needs of these students.
- Cross-cultural understanding and collaboration: MTSS should foster cross-cultural understanding and collaboration among educators to better support multilingual learners. This includes professional development on effective strategies for working with diverse language backgrounds, engaging families, and creating a culturally inclusive classroom environment.

Students eligible for special education services:

- Inclusive instructional practices: MTSS should promote inclusive instructional practices that support the participation and success of students eligible for special education services in the general education setting. This includes providing differentiated instruction, accommodations, and modifications within the classroom to meet individual student needs.

- Collaboration and co-teaching: MTSS should facilitate collaboration and co-teaching between general education and special education teachers. This allows for shared responsibilities, joint planning, and targeted interventions that support students' academic and social-emotional development.

Students eligible for advanced learning services:

- Differentiated instruction and enrichment opportunities: MTSS should provide differentiated instruction and enrichment opportunities for students eligible for advanced learning services. This may involve personalized learning plans, compacting the curriculum, providing advanced coursework, and offering enrichment activities that align with students' interests and abilities.
- Flexible grouping and acceleration: MTSS should include flexible grouping and acceleration options to ensure that advanced learners can access appropriately challenging content and opportunities to accelerate their learning. This may involve grouping students with similar abilities for specialized instruction or allowing students to progress through the curriculum at an accelerated pace.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

African American males and/or students of color furthest from educational justice:

- Culturally responsive interventions: MTSS should include culturally responsive interventions that consider the unique social-emotional and behavioral needs of African American males and students of color. These interventions should be grounded in an understanding of their cultural backgrounds and experiences, addressing any disparities in disciplinary actions and promoting positive behaviors.
- Culturally affirming supports: MTSS should provide culturally affirming supports such as mentoring programs, culturally relevant counseling, and affinity groups where students can connect with positive role models and build strong relationships with peers and adults.

Multilingual learners:

- Language and communication support: MTSS should offer language and communication supports that help multilingual learners develop their social-emotional and behavioral skills. This includes providing language support services, fostering a welcoming and inclusive environment that values linguistic diversity, and promoting effective communication strategies.
- Cultural integration and social inclusion: MTSS should focus on supporting multilingual learners' social integration and inclusion within the school community. This involves providing opportunities for cross-cultural interactions, promoting understanding and respect for diverse backgrounds, and fostering a sense of belonging for multilingual learners.

Students eligible for special education services:

- Individualized behavior plans: MTSS should develop individualized behavior plans for students eligible for special education services that address their specific social-emotional and behavioral needs. These plans outline targeted strategies, interventions, and supports to help students improve their behaviors, self-regulation, and social skills.
- Collaborative problem-solving and counseling: MTSS should encourage collaboration between special education staff, general education teachers, and counselors to address the social-emotional and behavioral needs of students. This collaboration may involve conducting functional behavior assessments, implementing evidence-based interventions, and providing counseling services.

Students eligible for advanced learning services:

- Social-emotional support for perfectionism and high expectations: MTSS should provide social-emotional support for students eligible for advanced learning services who may

experience stress, anxiety, or perfectionism. This can include counseling, mindfulness practices, and opportunities for self-reflection to foster resilience and a healthy balance between academic challenges and well-being.

- Enrichment and peer collaboration: MTSS should offer enrichment opportunities and encourage peer collaboration for students eligible for advanced learning services. These experiences provide avenues for students to connect with like-minded peers, engage in challenging projects, and develop their social-emotional skills through teamwork and leadership opportunities.

Priority Area: Classroom Instruction and Academic Success— Graduation and Advanced Course Completion

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

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.

One-year Goal:

By the end of the 2023-24 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 students completing advanced coursework in ELA and Math by 10% compared to the previous year.
- Ensure that African American males and/or students of color furthest from educational justice, multilingual learners, students eligible for special education services, and students eligible for advanced learning services are included and supported in meeting the graduation and advanced course completion goals.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Common Formative/Classroom-Based Assessments:

- Develop and implement common formative assessments aligned to the curriculum and learning goals.
- Administer these assessments regularly to gather data on student learning and progress.
- Analyze the assessment results to identify trends, areas of strength, and areas needing improvement.
- Use the data to inform instructional decisions, such as adjusting teaching strategies, providing targeted interventions, or differentiating instruction based on student needs.
- Collaborate with colleagues to share best practices and collectively improve instructional practices based on the assessment data.

Qualitative/Street Data:

- Collect qualitative data through various methods, such as classroom observations, student and parent surveys, focus groups, and interviews.
- Gather feedback from students, parents, and staff about their experiences, perceptions, and suggestions related to instruction and school improvement.
- Analyze qualitative data to gain insights into student engagement, motivation, social-emotional well-being, cultural responsiveness, and the overall learning environment.
- Use the qualitative data to identify areas of strength and areas that require attention or improvement.
- Engage in reflective discussions and collaborative problem-solving sessions with stakeholders to generate strategies and action plans based on the qualitative findings.
- Incorporate student voice and perspectives into decision-making processes to ensure their needs and experiences are considered.

Integration of Data Sources:

- Combine the insights from common formative/classroom-based assessments and qualitative/Street Data to develop a comprehensive understanding of student learning and instructional practices.
- Look for patterns and connections between quantitative and qualitative data to gain deeper insights into student needs, instructional effectiveness, and the overall learning environment.
- Identify areas of alignment and discrepancies between the data sources to inform decision-making and guide improvement efforts.
- Use a data-informed approach to continuously evaluate and refine instructional strategies, curriculum materials, and school-wide practices.
- Regularly communicate and share the findings and action plans with staff, students, and parents to foster transparency and collective ownership of the school's continuous improvement efforts.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

- **Inclusivity:** The guardrail ensures that adult behaviors within the school environment are aligned with the vision of inclusivity. It emphasizes that all members of the school community, including staff and administrators, must foster a sense of belonging and respect for all students, regardless of their background or identity. By upholding this guardrail, the school creates an inclusive environment where every student feels valued and supported.
- **Safety:** The guardrail promotes safety by setting expectations for adult behaviors. It ensures that actions and attitudes within the central office, school buildings, and classrooms are in line with the district's values and anti-racism initiatives. This fosters an environment free from discrimination, harassment, or any form of mistreatment. By adhering to this guardrail, Franklin High School establishes a safe space where students can learn and grow without fear of encountering harmful adult behaviors.
- **Academic challenge:** The guardrail supports the academic mission of Franklin High School by emphasizing the alignment of adult behaviors with the district-wide vision and values. It underscores the importance of creating an environment that prioritizes academic rigor, encourages intellectual growth, and fosters a love for learning. By upholding this guardrail, the school ensures that adult behaviors in central office, school buildings, and classrooms contribute to the academic challenge that the school seeks to provide for all students.

- Anti-racism initiatives: The guardrail explicitly references the district's commitment to anti-racism initiatives. It emphasizes the importance of addressing and dismantling systemic racism within the school community. By enforcing this guardrail, Franklin High School demonstrates its dedication to creating an environment that actively combats racism, promotes equity, and celebrates diversity. It ensures that adult behaviors align with these initiatives, setting an example for students and reinforcing the school's commitment to anti-racist values.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success 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.

To meet the Three-Year Classroom Instruction and Academic Success Goal of improving and implementing Ethnic Studies, restorative practices, and Grading for Equity, staff can implement the following culturally responsive strategies, processes, or procedures:

Incorporating Ethnic Studies into the curriculum:

- Develop and integrate culturally relevant content and perspectives from diverse ethnic groups into the existing curriculum.
- Provide opportunities for students to explore their own cultural identities and histories through project-based learning, literature, art, and discussions.
- Invite guest speakers or community members from different ethnic backgrounds to share their experiences and knowledge.

Implementing restorative practices:

- Establish a restorative justice framework that prioritizes repairing harm, building relationships, and addressing conflicts in a respectful and inclusive manner.
- Train staff and students on restorative practices, including restorative circles, peer mediation, and conflict resolution strategies.
- Create a safe and supportive classroom environment where students feel heard, valued, and included.

Applying Grading for Equity principles:

- Analyze grading practices to identify and address biases that may disproportionately impact marginalized students.
- Provide professional development on equitable grading strategies and assessment methods that focus on growth, progress, and mastery of skills rather than punitive measures.
- Ensure that grading is transparent, providing clear criteria and feedback that supports student learning and growth.

Implementing culturally responsive pedagogies:

- Integrate culturally responsive teaching practices that recognize and value the diverse backgrounds, experiences, and learning styles of students.
- Incorporate student voice and choice in the learning process, allowing them to make connections between their own experiences and the curriculum.

- Use culturally relevant instructional materials, including literature, images, and multimedia resources that reflect the backgrounds and experiences of students.

Establishing ongoing professional development and reflection:

- Provide regular professional learning opportunities focused on cultural responsiveness, equity, and inclusion.
- Encourage teachers to reflect on their own biases, beliefs, and practices, and engage in critical self-reflection to improve their instructional approaches.
- Foster a collaborative culture where educators share best practices, discuss challenges, and support each other in implementing culturally responsive strategies.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Training on cultural responsiveness and equity:

- Provide professional development workshops and seminars on cultural competency, implicit bias, and understanding systemic inequities.
- Explore the historical and contemporary experiences of marginalized communities, including African American males and/or students of color furthest from educational justice, multilingual learners, students eligible for special education services, and students eligible for advanced learning services.
- Offer training on how to create inclusive and affirming classroom environments that honor diverse identities, cultures, and languages.

Ethnic Studies curriculum development:

- Partner with WAESN to facilitate workshops and collaborative planning sessions to develop or enhance Ethnic Studies curricula, ensuring it reflects the experiences and perspectives of historically marginalized communities.
- Provide resources, such as books, articles, and digital platforms, that incorporate diverse voices and narratives.
- Engage educators in critical discussions about the importance of Ethnic Studies and its impact on student empowerment, identity development, and academic success.

Restorative practices implementation:

- Hiring a Restorative Practices Coordinator to conduct professional learning sessions on restorative justice principles and practices, emphasizing the importance of relationship-building, empathy, and repairing harm.
- Train staff on restorative circles, restorative language, and conflict resolution strategies that foster a sense of community and address power imbalances.
- Provide ongoing support and coaching to educators as they implement restorative practices in their classrooms and schoolwide.

Grading for Equity professional development:

- Offer training on equitable grading practices that address biases and promote a growth mindset among teachers.
- Explore alternative assessment methods that focus on students' mastery of content and skills rather than punitive measures or external factors.
- Support educators in analyzing their grading practices, identifying areas of inequity, and collaboratively developing strategies to improve fairness and transparency.

Continuous reflection and collaboration:

- Establish regular opportunities for educators to engage in critical self-reflection and peer collaboration.
- Encourage educators to examine their own biases, confront their assumptions, and challenge systems of oppression.

- Foster a professional learning community that values shared experiences, feedback, and ongoing improvement.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

(Universal) Tier 1:

- Implement culturally responsive instruction and pedagogical practices that honor and value the diverse backgrounds, experiences, and identities of African American males and/or students of color furthest from educational justice, multilingual learners, students eligible for special education services, and students eligible for advanced learning services.
- Provide ongoing professional development to all teachers on inclusive teaching strategies, differentiation, and creating a positive and welcoming classroom environment for all students.
- Use formative assessments to monitor students' progress and identify areas of need, providing timely and targeted interventions as necessary.

(Targeted) Tier 2:

- Identify students who may require additional supports based on academic, social-emotional, or linguistic needs.
- Develop personalized learning plans that address the specific needs of African American males and/or students of color furthest from educational justice, multilingual learners, students eligible for special education services, and students eligible for advanced learning services.
- Provide targeted interventions, such as small-group instruction, language support, specialized instruction, or enrichment activities, to address students' unique needs and promote their success in the general education setting.

(Intensive) Tier 3:

- Offer intensive, individualized supports for students who require more specialized interventions to meet their specific needs.
- Collaborate with specialists, such as special education teachers, English as a Second Language (ESL) teachers, or gifted education specialists, to develop and implement targeted intervention plans.
- Monitor student progress closely and make data-driven decisions to adjust interventions and supports as needed.

Collaboration and data-driven decision-making:

- Foster collaboration among general education teachers, special education teachers, ESL teachers, and other support staff to ensure coordinated efforts and a holistic approach to student support.
- Use a data-driven approach to monitor student progress, identify areas of growth, and make informed decisions about intervention strategies and supports.
- Regularly review and analyze assessment data, including disaggregated data, to identify patterns and trends that may require adjustments in instructional practices or interventions.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

(Universal) Tier 1:

- Implement culturally responsive instruction that reflects the backgrounds, experiences, and identities of African American males and/or students of color furthest from educational justice, multilingual learners, students eligible for special education services, and students eligible for advanced learning services.

- Provide differentiated instruction to address the diverse learning needs of students within the general education setting.
- Implement evidence-based instructional strategies and practices that promote academic growth for all students.

(Targeted) Tier 2:

- Conduct ongoing assessments to identify students who may require additional academic support.
- Provide targeted interventions and supports based on students' specific needs, such as small-group instruction, tutoring, or academic coaching.
- Collaborate with teachers, specialists, and support staff to develop and implement personalized learning plans to address individual students' academic challenges.

(Intensive) Tier 3:

- Provide intensive interventions and specialized instruction for students who require more intensive support to meet their academic needs.
- Collaborate with special education teachers, ESL teachers, and other specialists to develop individualized education plans (IEPs) or tailored interventions.
- Monitor student progress closely and adjust interventions based on ongoing assessment data.

Collaboration and data-driven decision-making:

- Foster collaboration among teachers, specialists, and support staff to share knowledge, strategies, and resources for supporting students' academic growth.
- Regularly review student data, including academic assessments, progress monitoring, and formative assessments, to make data-informed decisions about instructional strategies and interventions.
- Use data to identify patterns and trends and adjust instructional practices and interventions accordingly.

Advance Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

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: In Progress

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

School 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. 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' Positive Behavior and Safety rating on the Climate Survey, showing a 2% growth each school year. Franklin will hold Student Led conferences in the 23-24 school year and measure participation as a baseline year and set appropriate growth targets of family participation set to the baseline.

School One-year Goal:

Increase participation on the Family & Community Engagement Committee by adding two staff members and at least three more family members. Increase the number of family & community events from 1 to 4. Initiate student-led conferences and track attendance as a baseline for measuring family involvement and engagement with student progress and coursework.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthest from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

This guardrail aligns closely with the vision of Franklin High School, which is to provide an inclusive, safe, and academically challenging environment for all students. By prioritizing the engagement of students of color furthest from educational justice and their families, the guardrail ensures that the

school's vision of inclusivity is upheld and that all students have equitable access to opportunities and resources.

By engaging students of color and their families in school and district initiatives, the guardrail promotes a sense of belonging and ownership within the school community. It acknowledges the importance of valuing the perspectives and experiences of these students and their families, recognizing that their voices and contributions are crucial to creating an inclusive and supportive environment. The guardrail also emphasizes the use of stakeholder engagement principles and best practices. This commitment ensures that the engagement process is conducted in a meaningful, respectful, and culturally responsive manner. By following current adopted best practices, the school ensures that the engagement strategies are effective and align with research-based approaches that promote equitable outcomes for all students.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Cultural Competence and Awareness:

- Training sessions on cultural competence and awareness will be provided to educators, focusing on understanding and valuing the cultural backgrounds, experiences, and perspectives of African American males and/or students of color, multilingual learners, students eligible for special education services, and students eligible for advanced learning services.
- Educators will explore their own biases and assumptions, reflect on their communication styles, and learn strategies to adapt their approaches to be more inclusive and responsive to diverse families.

Language Access and Multilingual Engagement:

- Professional development workshops will address effective communication strategies for engaging multilingual families.
- 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.
- Strategies for creating a welcoming and inclusive environment for multilingual families will be explored, promoting dialogue and understanding between educators and these families.

Relationship Building and Trust:

- Professional learning sessions will focus on building positive relationships with parents, fostering trust, and establishing partnerships.
- Educators will learn effective strategies for active listening, empathy, and open communication that create a safe space for parents to share their perspectives and concerns.
- Collaborative problem-solving techniques will be introduced to facilitate dialogue and understanding, ensuring that parents feel heard and valued as equal partners in their child's education.

Parent Engagement Strategies:

- Educators will receive training on evidence-based parent engagement strategies that promote active involvement in school events and meetings.

- Techniques for involving families in decision-making processes and providing opportunities for meaningful participation will be explored.
- Educators will learn to leverage the strengths and assets within families, recognizing them as valuable contributors to their child's academic success.

Impact on Student Outcomes and Systemic Inequities:

- By enhancing teacher-parent communication and dialogue, the professional learning plan seeks to address systemic inequities and improve student outcomes among African American males and/or students of color, multilingual learners, students eligible for special education services, and students eligible for advanced learning services.
- By fostering a culturally responsive and inclusive environment, the plan aims to strengthen the connection between educators and families from diverse backgrounds, ensuring that their voices are heard, valued, and actively included in decision-making processes.
- Effective teacher-parent communication and engagement have been shown to positively impact student achievement, attendance, and overall well-being, contributing to more equitable educational experiences for all students.
- The plan's focus on cultural competence, language access, relationship building, and parent engagement strategies will mitigate systemic inequities by addressing communication barriers, building trust, and promoting collaborative partnerships between educators and families from historically marginalized groups.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Culturally Inclusive Decision-Making Processes:

- Create opportunities for families to participate in decision-making processes by inviting them to join committees, task forces, or advisory groups that inform school policies and practices.
- Implement inclusive decision-making structures that value and incorporate diverse perspectives, ensuring that families have a voice in shaping educational experiences and policies that directly impact their children.
- Provide training and resources to educators and administrators on culturally responsive decision-making practices, emphasizing the importance of shared power and valuing families' expertise and input.

Parent Leadership Development:

- Establish parent leadership programs that provide training, resources, and support to empower families to take on leadership roles within the school community.
- Offer workshops and sessions focused on building leadership skills, advocacy, and community organizing, enabling parents to effectively engage with school staff, district leaders, and community stakeholders.
- Encourage and support the formation of parent-led organizations or networks that allow families to collaborate, share experiences, and collectively address educational equity issues.

Welcoming and Inclusive School Culture:

- Foster a welcoming and inclusive school culture that values the contributions and perspectives of all families.
- Implement practices such as culturally responsive parent-teacher conferences, where families are actively involved in goal-setting and decision-making related to their child's education.
- Provide resources and materials in multiple languages, ensuring that language barriers do not hinder parent engagement and participation.
- Establish regular forums for open dialogue and feedback, such as town hall meetings or community listening sessions, where families can voice their concerns and suggestions.

Impact on Student Outcomes and Systemic Inequities:

- These culturally responsive strategies for sharing power with families aim to mitigate, disrupt, and dismantle systemic inequities by addressing power imbalances and amplifying the voices of marginalized groups, including African American males and/or students of color, multilingual learners, students eligible for special education services, and students eligible for advanced learning services.
- By involving families in decision-making processes, these strategies challenge the traditional top-down approach and create space for shared decision-making, ensuring that families have a say in shaping policies, practices, and curriculum that impact their children's educational experiences.
- Sharing power with families promotes a sense of ownership and investment, fostering stronger relationships between schools and families, leading to increased engagement, trust, and collaboration.
- When families' voices and perspectives are centered, it contributes to a more inclusive and culturally responsive educational environment, where students from diverse backgrounds feel seen, heard, and supported.
- By actively involving families and valuing their expertise, these strategies acknowledge and leverage the strengths and assets within communities, creating opportunities for families to contribute to the development and implementation of initiatives that positively impact student outcomes.
- Ultimately, these culturally responsive strategies for sharing power with families have the potential to enhance student achievement, attendance, and overall well-being by creating a more equitable and inclusive educational system.

The Family and Community Engagement Committee (FCEC) will enhance family and community engagement by implementing targeted strategies to actively involve multilingual, intergenerational, and working-class families in our school community. The FCEC will achieve this through the following objectives:

Membership Expansion:

- Recruit and engage a diverse range of family and community members to join the FCEC, ensuring representation from different cultural backgrounds, languages, and socioeconomic groups.
- Collaborate with community organizations, local businesses, and other stakeholders to broaden the committee's membership base and foster inclusive participation.

Year-Round Family/Community Engagement Events:

- Organize and host a series of engaging events throughout the academic year, designed to connect families and the community with the school.
- Plan events that cater to the diverse needs and interests of our families, ensuring inclusivity, cultural responsiveness, and intergenerational activities.
- Provide food, refreshments, and accommodations to make events more accessible and welcoming for attendees.

Comprehensive School Event Calendar:

- Develop and maintain a comprehensive calendar of all school events, including academic, extracurricular, and community-based activities.
- Ensure the calendar is easily accessible to families and community members, providing clear information about dates, times, locations, and any translations or accommodations available.
- Regularly update and share the calendar to keep families informed about upcoming events and opportunities for involvement.

Culturally Responsive Communication:

- Translate materials, presentations, and invitations into multiple languages to ensure effective communication with our multilingual families.
- Disseminate event information and invitations in a timely manner, providing ample notice for families to plan and participate.
- Utilize various communication channels, including electronic and paper formats, to reach families through their preferred methods.

By implementing these strategies, the FCEC will foster a welcoming and inclusive environment that actively engages multilingual, intergenerational, and working-class families in our school community.

Our three-year SMARTIE goal ensures that family and community engagement efforts are specific, measurable, achievable, relevant, time-bound, inclusive, and equitable. Through collaborative and targeted initiatives, we will strengthen the connections between our school, families, and the broader community, promoting a shared sense of ownership and creating a positive and supportive learning environment for all students.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 3, which emphasizes aligning adult behaviors with the district-wide vision, values, and anti-racism initiatives, directly supports the vision of Franklin High School to provide an inclusive, safe, and academically challenging environment for all students.

Inclusivity: By ensuring that adult behaviors in central office, school buildings, and classrooms align with the district-wide vision, Franklin High School promotes an inclusive environment where all students feel welcomed, respected, and valued. This guardrail helps create a culture that celebrates diversity, fosters cultural responsiveness, and rejects discriminatory practices or biases that may marginalize students.

Safety: Misaligned adult behaviors can contribute to an unsafe environment for students. Guardrail 3 helps establish a safe space by setting expectations for respectful and equitable interactions among adults. When adults model appropriate behavior and adhere to anti-racism initiatives, it creates an environment where students can focus on their learning without fear of discrimination, bias, or harm.

Academic Challenge: In order to provide an academically challenging environment, it is crucial to address any adult behaviors that may hinder students' educational experiences. Guardrail 3 ensures that adult actions are aligned with the district-wide vision, values, and anti-racism initiatives, reinforcing a commitment to equitable educational opportunities for all students. By promoting a culture of accountability and continuous improvement among adults, Franklin High School can optimize student achievement and success.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships: In Progress

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment: In Progress

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities: In Progress

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$104,565

How will funds improve student learning? Hiring a restorative practices coordinator to implement community building in classrooms

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$5,040

How will funds improve student learning? PD provided by WAESN around anti-racist practices and safe learning spaces for students

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$6,500

How will funds improve student learning? Paying for food and translation for family engagement events that strengthen the partnership between families and the school

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$236,059

How will funds improve student learning? Grade level interventionists that support math and reading achievement for students

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$18,000

How will funds improve student learning? Funds for subject specific tutoring and Saturday school for students

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: In Progress

How will funds improve student learning? FTE for teacher supporting Bridge to College Math and English classes supporting on-time graduation and post-secondary success; additional algebra and geometry classes