

Continuous Improvement Process Plan

Benjamin Franklin Elementary

12434 N.E. 60th Street
Kirkland, WA 98033

425-936-2550

<http://www.franklin.lwsd.org/>

2017 -
2018



Lake Washington
School District

Principal – Jimmy Cho

Associate Principal – Ryan Scott

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

Section:

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes
- V. Cohort Growth Goals and Progress Monitoring
- VI. Strategies to Accomplish Goals
- VII. Parent, Family, and Community Involvement

DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Franklin continues to be a high-achieving school. The staff continues to work with families and students to ensure both academic and social success of all students. Every year, we set attainable yet challenging academic goals in all subject areas. Improvement of student learning is a continuous process. As a staff, we believe all children can be successful. Staff spent much of our Wednesday Learning Enhancement and Academic Planning (LEAP) days working on analyzing student work, making plans for improvement, reviewing best instructional practices to improve student learning, collaborating with grade level colleagues and collaborating with vertical teams.

Through our CIP process, each grade-level team set specific and measurable goals in reading, writing, math and science. Staff used multiple sources of assessment to create these goals. Throughout the year, teachers worked collaboratively to achieve these goals. They measured student success along the way. Professional development was targeted to specific areas of need revealed by the data. Our school leadership team worked together to provide the professional development needed throughout the year. Students also took part in setting individual goals and monitor their own growth. Ultimately, the overall goal every year is to improve individual student performance and provide effective instruction for all students.

Academic Focus: Writing & Math (problem solving)

Rationale: New District-wide writing curriculum adoption & building-wide vertical articulation and goal setting process. We are in our second year as a building developing and implementing a vertical alignment process and model to more effectively serve our students.

Performance Focus: Data Teams & Vertical Articulation/Alignment Process

Rationale: We are into our third year working in a Data Team format and have begun implementing a building-wide growth goal setting process that will directly support our achievement goals

School Culture Focus: Schoolwide Behavior Expectations

Rationale: We continue to develop and refine our schoolwide behavior expectations that bring consistency for our staff and students. This allows us to be more cohesive as we work on the development of children from Kindergarten through 5th grade. Our belief is that student behavior has a direct impact on safety, instruction, learning, and growth.

<u>Student Demographics</u>		
<u>Enrollment</u>		
<u>October 2016 Student Count</u>	<u>487</u>	
<u>May 2017 Student Count</u>	<u>487</u>	
<u>Gender (October 2016)</u>		
<u>Male</u>	<u>250</u>	<u>51.3%</u>
<u>Female</u>	<u>237</u>	<u>48.7%</u>
<u>Race/Ethnicity (October 2016)</u>		
<u>Hispanic / Latino of any race(s)</u>	<u>45</u>	<u>9.2%</u>
<u>Asian</u>	<u>144</u>	<u>29.6%</u>
<u>Black / African American</u>	<u>4</u>	<u>0.8%</u>
<u>White</u>	<u>254</u>	<u>52.2%</u>
<u>Two or More Races</u>	<u>40</u>	<u>8.2%</u>
<u>Special Programs</u>		
<u>Free or Reduced-Price Meals (May 2017)</u>	<u>27</u>	<u>5.5%</u>
<u>Special Education (May 2017)</u>	<u>59</u>	<u>12.1%</u>
<u>Transitional Bilingual (May 2017)</u>	<u>104</u>	<u>21.4%</u>
<u>Migrant (May 2017)</u>	<u>0</u>	<u>0.0%</u>
<u>Section 504 (May 2017)</u>	<u>16</u>	<u>3.3%</u>
<u>Foster Care (May 2017)</u>	<u>N<10</u>	
<u>Other Information (more info)</u>		
<u>Unexcused Absence Rate (2016-17)</u>	<u>286</u>	<u>0.4%</u>

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	96.6	86.6	88.2				
		1 st	92.1	90.7	85.7				
		2 nd	93.3	89.0	91.2				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		72.8	81.2	78.9				
	% of 3 rd graders meeting or exceeding state standards in Math		75.7	84.8	75.7				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		80.5	80.0	75.4				
	% of 4 th graders meeting or exceeding state standards in Math		76.0	80.6	74.1				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		88.6	83.3	81.9				
	% of 5 th graders meeting or exceeding state standards in Math		81.0	71.2	68.4				
	% of 5 th graders meeting or exceeding state standards in Science		86.0	93.9	87.5				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	87.2% at benchmark on EOY DIBELS	81% at benchmark on EOY DIBELS
Literacy: 3-5 ELA	74% at benchmark on the SBA	80% at benchmark on the SBA
Math: 3-5 Math	76.7% at benchmark on the SBA	74% at benchmark on the SBA
Science: 5th Science	86% at benchmark on the MSP	88% at benchmark on the MSP
Achievement Gap	6 out of 9 students identified as below or well below benchmark in first grade on BOY DIBELS will be at benchmark by EOY DIBELS – 66.7%	6 out of 9 students met benchmark for EOY DIBELS
School Effectiveness:	Teachers receive feedback on how they are doing – 90% or higher will agree mostly or agree completely	54% of staff agree mostly or agree completely with “Teachers receive feedback on the how they are doing.”
Attendance and Discipline:	Achieve an unexcused absence rate of 10% or less of total absences. Reduce discipline referrals by 50% from previous school year.	Attendance: Unexcused absence rate was less than 1% of total absences. Discipline: Referrals were reduced by 70% from the previous school year.

Narrative Reflection:

Narrative Reflection	
Process:	<p>Benjamin Franklin staff used a variety of strategies, both instructional and social/emotional, to meet student learning needs on a daily basis. These strategies happen across the curriculum. Here are some of the main strategies used throughout the past year:</p> <ul style="list-style-type: none"> • Learning walks • Interdisciplinary connections • Safety Net and ELL services • Specific small group formation to focus instruction based on needs (differentiation) • Whole group direct instruction • One-on-one conferring • Flexible grouping • Technology integration

- Research and inquiry
- SBA practice opportunities
- Workshop model
- Professional development for staff
- Student intervention support
- Vertical alignment
- Instructional aide support
- Manipulatives
- Parent volunteers
- Guest speakers
- Enrichment projects for additional rigor
- Hands-on activities that require cooperative group learning
- In-house/out-of-building field trips

Franklin staff have regularly scheduled collaborative time in which school and grade level team data is analyzed. General education staff work closely with special education, safety net, and English language teachers to support students receiving respective services and supports. During this collaborative time, student work and data is analyzed, shared, and reflected upon. Next steps and resources are discussed and shared. Teams consistently work in this cycle setting new goals and delivery of instructional strategies and assessments to foster growth and achievement.

In order to set our goals, teams reviewed their respective data, then set realistic yet challenging goals for student improvement based on the baseline data. We also factored in our knowledge of students based on in-class work and assessments. To progress-monitor, the Franklin teams regularly used formative assessments to track data and bring to collaboration time (as mentioned above). Some challenges that our team faced were not having enough time to dive as deeply into collaborative practices as we would have liked, student absenteeism, and the logistical aspect of scheduling.

**Literacy:
K-2 Reading**

Our K-2 goal was to be 87.2% at benchmark, and we were just shy at 81% benchmark at EOY DIBELS. While we did not achieve our goal, we are proud of the following. We identified all of our below-benchmark students within the first several months of school and were able to provide them with the necessary supports. Additionally, all students made growth over the year which is cause for celebration. We are also pleased that the majority of students reached benchmark, or above benchmark, and all students made some growth. A continued focus for K-2 literacy is supporting the students who are below benchmark but are not receiving district services. This includes our students who are learning English. These students receive additional support but, not direct literacy instruction. The areas of comprehension, phonics, and written expression within literacy need to be focused on for school growth. We also hope to support students who are identified as ELL or

	<p>come in below benchmark needing Safety Net support. Lastly, we plan to identify students who would benefit from Reading Wizards who don't qualify for Safety Net to receive before school reading support, funded by the PTA.</p>
Literacy: 3-5 ELA	<p>Our 3-5 goal was to be at 74% at benchmark, and we had 80% achieve benchmark, which was higher than anticipated.</p> <p>In terms of growth areas, we noticed that writing conventions could be one area of focus. We also recognize the need to help students improve on elaboration in all areas of writing. We had many students who were very close to making standard. We will continue to set goals that are specific, measurable, attainable, relevant, and timely to support overall student growth. We will continue to identify, monitor, and refine our instructional practices to meet students at the individual level. The deeper understanding and knowledge of students we gain will be shared from school year to school year in a vertical alignment and articulation model that will allow for a more effective and supportive learning environment for our students.</p>
Math: 3-5 Math	<p>Our 3-5 goal was to be at 76.7% at benchmark, and we had 74% achieve benchmark, which was slightly less than anticipated. Interestingly, scores in individual concepts were higher than our composite scores. Looking at this data shows us that our students are making strides, yet have specific focus areas in math. We had three students who were at or near standard in the math strands, but their SBA total math score was a level two. This was lower than anticipated. They are all right on the cusp in general, so their scores could have gone either way. We had four students score at a level three who worked hard all year to grow in math and it showed on their SBA scores. We noticed that our overall achievement was lower than expected as we had a group of students that scored lower in concepts and procedures and problem solving. We plan to use this data to focus on personalized instruction, focusing on areas where specific students require support and celebrating their strengths. We also need to work on problem solving and data analysis. This is something that we worked on year long, and will still take time for the students to become stronger at. However, this does not discount the progress they have made since the beginning of the year. As we move forward, we will dissect data at a target and claim level to understand how we can better meet the needs of students in these areas, as well as looking at data of incoming students to see what their needs might be. Analyzing and reflecting upon our goals, achievement, and process helps staff to better understand our students and the specific supports/needs that are present.</p>
Science: 5th Science	<p>Our 5th grade goal was to be at 86% at benchmark, and we had 88% achieve benchmark, which was higher than anticipated. We were pleased to achieve our goal, as well as in the large number of level 4 scores our students achieved. Continuing to practice and model the scientific process will be important to continue the overall school growth for students to continue to do well on the Science MSP. Having one teacher focus on Science instruction in 5th grade has also helped us</p>

	<p>be successful in science. We will also continue to require 5th grade students to participate in the Science Fair because we believe that contributes to their success on the MSP.</p>
Achievement Gap	<p>Our goal was for 6 out of 9 students below or well-below benchmark on BOY DIBELS to be at benchmark by EOY DIBELS, and we achieved our goal with exactly 6 out of those 9 students meeting benchmark. We are pleased that 6 out of 9 identified students met our goal, as well as being pleased that the other 3 students have shown growth. Plus, through this progress monitoring we are able to better identify the support those students need. We need to continue serving students with interventions through work in the general education classroom, pull-out, and co-teaching.</p>
School Effectiveness:	<p>As a staff, 54% indicated that they agreed mostly or agreed completely with receiving regular feedback. While we began the year utilizing an agreed-upon feedback form, administrator use of the form diminished as the year went on. Administration will continue to use the form to provide informal feedback, endeavoring to be in classrooms on a more consistent basis.</p>
Attendance and Discipline:	<p>We met our attendance goal of an excused absence rate of 1% of all absences. This was due in large part to the diligence of our registrar carefully inputting the correct absence code, as well as the work of our families to inform of us absences in a timely manner.</p> <p>We have continued to notice a decline in our discipline referrals in the 2016-2017 school year. We will continue to take a pro-active approach with students to mitigate recess and lunchroom incidents. This will include meeting with groups of students about football, soccer, and other recess activities that can get too rough on the playground. We will also institute a system that provides students accountability for the agreed upon expectations in the morning line-up, in the lunchroom, and during their specialist time. This emphasis on positive behavior expectations will continue to improve our school behaviors.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	206 out of 237 students - 86.92% at/above benchmark EOY DIBELS
Literacy: 3-5 ELA	168 out of 222 students – 75.68% at/above benchmark SBA
Math: 3-5 Math	169 out of 222 students – 76.13% at/above benchmark SBA
Science: 5th Science	45 out of 52 students – 86.54% at/above benchmark MSP
Achievement Gap	5 out of 8 students identified as below or well below benchmark in first grade on BOY DIBELS will be at/above benchmark by EOY DIBELS
School Effectiveness:	Teachers receive feedback on how they are doing – 90% or higher will agree mostly or agree completely
Attendance:	For the 2017-2018 school year, we will achieve an unexcused absence rate of 5% or less of total absences.
Discipline:	For the 2017-2018 school year, we will reduce discipline referrals by 50% from previous school year.

Annual School Goals: Academic

K-2 Literacy: To set our goals, we looked at the previous years' DIBELS data, as well as current assessment data from the class. Using the data and our knowledge of students, we determine our annual school goal that is specific, measurable, attainable, reasonable, and timely for our students. We chose this goal because learning to read is a foundational skill for future success and is a strong indicator for graduation. Throughout the primary grade levels, we are using a variety of different instructional and differentiation strategies and use tier three interventions to meet our student needs. We are ensuring students are receiving necessary intervention by progress monitoring each individual student throughout the school year. Based on data, some students are receiving additional supports through Safety Net and/or English Language Services. We will use DIBELS progress monitoring, base phonics skills test (BPST), and running records to track out student's progress in meeting our school goal. This year, we have developed and are implement our new, Student Support Team. This team is led by one of our primary teachers with the support of two instructional aides. We proactively work to identify students that do not qualify for either safety net or English language services that require additional literacy support. The services are provided twice a week for a six-week cycle.

3-5 Literacy: To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in third, fourth, and fifth grades for the ELA content area that is specific, measurable, attainable,

reasonable and timely for our students. This goal was selected based on achievement gaps and student need. We also analyzed the data for areas of concern and will focus our efforts in supporting all students in these specific areas through various engagement, differentiation, and instructional strategies. In order to ensure all our students are receiving challenge and rigor, we provide enrichment activities for students who need it. These activities may include individual research projects, providing extended learning opportunities in reading and writing, and collaboration activities through Power Learning. We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets. Based on data, some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

3-5 Math: To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in third, fourth, and fifth grades for the Math content area that is specific, measurable, attainable, reasonable and timely for our students. This goal was selected based on achievement gaps and student need. We also analyzed the data for areas of concern and will focus our efforts in supporting all students in these specific areas through various engagement, differentiation, and instructional strategies. Students and families have access to our online curriculum to support students' growth in challenge areas. We also instruct students in differentiated small groups, regularly assessing student understanding of the learning targets, and bring in parent volunteers to work with students to better meet their needs on an individual and small-groups level. We also provide parents with feedback as to what they can do to support their children at home. We utilize the various math programs (IXL, Dreambox, Splash Math) and other web resources for home use. To ensure all our students are receiving challenge and rigor, we provide enrichment activities for students who need it. These activities may include individual research projects, providing extended learning opportunities in math, and collaboration activities through Power Learning. We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets. Based on data, some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

5th Grade Science: To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in fifth grade for the Science content area that is specific, measurable, attainable, reasonable and timely for our students. We expect all our 5th grade students to participate in the school science fair, and we expect our students to be proficient in the scientific process. We are providing our students with enrichment activities such as; math connections and projects that require students to connect content that has been taught to another context and/or real-world situations. We are providing a variety of opportunities for students to practice the scientific method; such as, in class lab write-ups, science response sheets, science journals, the science fair, science enrichment activities and other intervention times. We progress monitor by using district summative assessments, response sheets, and closing questions. We also provide specific and timely feedback to students on their progress. Students also take ownership for their learning.

Annual School Goals: Achievement Gap

Our school has increased in the number of students receiving ELL services and we've noticed a trend indicating that students learning English as an additional language can struggle to meet grade-level benchmark standards in ELA. This goal was selected due to a growing need for literacy support with students receiving ELL services. Through formative assessment, we are able to identify student needs and create targeted instruction based on those specific needs. We advocate for students to receive the support services as needed based on conversations, formative and summative assessments, and additional data points. In doing so, we ensure that students receive best-fit interventions. We will use classroom assessments and DIBELS to monitor progress. On a daily basis, we will provide differentiated instruction monitoring through flexible Grouping, one on one conferring, guided reading, progress monitoring assessments.

Annual School Goals: School Effectiveness

Administration understands that visibility in classrooms and providing regular feedback to teachers regarding instruction is an important tool in improving student learning. Administration will continue to utilize the feedback form agreed upon by staff, setting monthly goals to provide feedback to staff and checking in regularly with staff to monitor the effectiveness of classroom visits and teacher feedback.

Annual School Goals: Attendance

Attendance has a direct impact on student learning. In order to better support our students, having specific goals around maximizing student time in the classroom will yield positive results for students. The administration team will meet regularly with the school's registrar to identify families that need additional support in ensuring their children are attending school. Additionally, an electronic absence request form will allow us to stay ahead of student absences and work with families to encourage high attendance rates.

Annual School Goals: Discipline

Disciplinary issues have a direct impact on student learning. In order to better support our students, having a specific goal around maximizing student time in classrooms, as well as student safety, will benefit students. The staff will be implementing a system of school-wide positive behavior support, acknowledging when students are collectively behaving well in line before school starts, in the lunchroom, and during specialist. Consistently good behavior will be announced, by class, over the intercom each week. Additionally, classified staff will use an in-house communication slip to let teachers know about recess or lunchroom behaviors, giving quick, specific feedback so that teachers can keep behaviors in check. The administrative team will check in with staff to solicit feedback on the system and look for ways to hold students accountable for their actions.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Flexible Grouping • One on one conferring • Guided reading • Instructional assistant support • Multiple progress monitoring assessments
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Vertical alignment • Continued release time to support DIBELS assessment • ELL collaboration and support
<i>Resources needed</i>	<ul style="list-style-type: none"> • More leveled readers • New running record/teacher's college reading assessment • DRA assessments • IXL ELA access
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Certificated staff

Goal Area	Math
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Math groups • Access to online curriculum • Enrichment math activities and websites • Regular collaboration • Differentiated instruction • Manipulatives • Enrichment projects • Parent volunteers
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Sharing outside resources as a staff and within our PCCs (even the greater learning community)
<i>Resources needed</i>	<ul style="list-style-type: none"> • Math enrichment resources
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • 3rd – 5th grade team

Goal Area	Science
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Foss kits • Hands on learning
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • NGSS training
<i>Resources needed</i>	<ul style="list-style-type: none"> • Enrichment and supplemental resources
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • 5th grade team

Goal Area	Discipline
<i>Strategy to support goals</i>	<ul style="list-style-type: none">• Positive discipline, school-wide behavior sheet• Social/Emotional Learning school-wide professional learning
<i>Professional Learning needed</i>	<ul style="list-style-type: none">• Social/Emotional Learning & Growth Mindset Book Clubs• Skype sessions with Kristi Mraz
<i>Resources needed</i>	<ul style="list-style-type: none">• Book club books
<i>Responsible individual or team</i>	<ul style="list-style-type: none">• Social/Emotional Work Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

- Work closely with our PTA to identify specific needs to help support staff and students through resources, time, volunteers, and community building events.
- Organize and utilize parent support in classrooms and building-wide
- Work with our Watch D.O.G.S. program to involve more parents in supporting student and school needs.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

- Principal's newsletter
- Classroom teacher newsletters
- PTA updates
- Curriculum night
- New family meeting with principal and PTA president (various times during the school year)
- Community connection & chat meetings
- ELL family engagement night and staff professional learning