



FRANKLIN ELEMENTARY FY23

School Improvement Plan FY23

AIM: Every student will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.

Required Goal Areas	Goal(s)	Essential Implementation Components	Budget Account Code Explanation
English Language Arts	<p>70% of students will make typical or better growth in Acadience (DIBELS) Pathways of Progress (grades K-6)</p> <p>Increase the percentage of first grade students who are at or above benchmark on the EOY composite from 38% to 46%</p> <p>Increase the percentage of second grade students who are at benchmark or above on the DIBELS EOY composite from 58% to 66%.</p> <p>Increase the percentage of students proficiency in K-6 reaching benchmark or above benchmark from DIBELS BOY to EOY by 8%.</p> <p>Increase the percentage of students K-6 reaching typical, above typical or well above typical progress by 3% based on DIBELS MOY to EOY scores.</p>	<ul style="list-style-type: none"> • Master Schedule followed by all staff • PD for teachers and paras on intervention programs • Set progress monitoring expectations • Hold data review meetings with teachers every 6 weeks. (for fy23 hold 2 full day data reviews, Oct and Jan with grade-level teams. Review student progress toward goals during PLC's every 6 weeks) • Provide tiered instruction to students daily • Provide systematic, explicit and evidence based interventions for students who are not meeting state standards • Provide supplies and materials that will help organize 95% groups for instructional assistants • Provide enrichment for students who are exceeding state standards • ELs will have access to ESL tiered instruction as well as all the other tiered instruction time • LETRS Professional Development K-3; provide teachers support for grade-level course work time • Provide PD for instructional assistants and teachers on intervention curriculum, strategies and supports 	<p>\$104,000: 7501 Instructional Assistants for intervention support</p> <p>\$1,000: 7504 PD books & materials for teacher and para trainings</p> <p>\$2,500: 7504 Subs for data days</p> <p>TBD: LETRS support</p> <p>\$100: 7503 Supplies and materials including binders, sheet protectors, small totes, PASI and PSI testing Copies etc.</p>
Mathematics	<p>Increase by 20 percentage points students scoring in the green from BOY</p>	<ul style="list-style-type: none"> • Master Schedule followed by all staff • Provide adequate time for teachers to review Growth 	<p>\$30,000 7501: Hire 2 new instructional assistants to provide math interventions and enrichment</p>

	<p>to EOY on the Into Math Growth Measure assessment</p> <p>Math Tier I instruction will include a small group component as well as a Tier 2/3 time for strategic math interventions</p> <p>80% of students in K-6 will score 70% or higher on district interim assessments</p> <p>40% of students will be proficient on the MA RISE Assessment.</p> <p>75% of students will demonstrate growth on the MA RISE Assessment.</p>	<p>Measure assessment</p> <ul style="list-style-type: none"> Teachers follow master schedule for tiered math time Teachers will use the District provided Tier 1 math program (Into Math) Provide systematic, explicit and evidence based interventions for students who are not meeting grade-level standards Provide enrichment for students who are above meeting grade-level standards PD for 4-6th grade teachers using Into Math resources 	
<p>PBIS</p>	<p>Continue with the PBIS program and weekly TAT meetings, identifying behaviors so students receive interventions targeted to their individual needs.</p> <p>Celebrate student positive behavior with falcon feathers and/or falcon notes.</p> <p>Student Achievement and Growth - Attendance Recognition</p>	<ul style="list-style-type: none"> The student success coach will provide support to students and teachers by attending TAT team meeting, offering input on behavior plans, following up with teachers and working individually with students. Poster Cues will be posted throughout the building to remind students of behavioral expectations Teachers will explicitly teach behavior expectations Student behavior will be tracked through the Educator's Handbook Faculty and staff will award feathers to students and/or classes who are showing exemplary behavior in the halls, classrooms, playground, lunchroom, etc. (their own teachers can not award the feathers). When classes reach a certain level of feathers they will earn a class reward. Students will be encouraged to come to school daily. At the beginning of the month students who attended everyday the previous month will receive a certificate, and a reward. We will also hold a drawing for prizes provided by PTA. 	<p>\$19,000. 0999 Instructional Assistant for PBIS support</p> <p>7503: \$1,000 PBIS Implementation: Posters, Binders & Organization Materials, Falcon notes/ feathers, and recognition.</p>
<p>English Learners</p>	<p>75% of ELs will show (adequate .8+ increase in proficiency) growth on their WIDA ACCESS score</p>	<ul style="list-style-type: none"> Monthly Professional Development for faculty and/or instructional assistants (30-60 minutes) Data meetings with grade level teachers will be held every 6 weeks to review data and to determine the best service options for EL students. (for fy23 hold 2 full day data 	<p>\$28,132 7612 Instructional Assistants for intervention support- One is already part time and this would allow us to hire a 29 hour ELL instructional assistant.</p>

	<p>ELs with a FY21 WIDA ACCESS Score of 4.5 or above will score a 5 or higher on their 2021-22 WIDA ACCESS.</p> <p>Franklin has been designated as a TSI School from the state. Our goal is to have 40% of EL students proficient on the LA, Math, and Science RISE assessments.</p>	<p>reviews, BOY and MOY with grade-level teams. Review student progress toward goals during PLC's every 6 weeks, with a focus on meeting EL student needs)</p> <ul style="list-style-type: none"> • Updated data on currently enrolled EL students provided to teachers at least monthly, and as new students move in. • Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels. • Teachers and instructional assistants will provide tiered instruction to meet the needs of all of our EL population who are WIDA level 1-5. We will use a combination of an in class and pull out program to serve our students based on need. • LETRS PD for K-3 teachers to support ELs in reading instructional needs • Provide systematic, explicit and evidence based interventions for students who are not meeting grade-level standards. 	<p>\$2,500: 7504 Subs for data dives (see above)</p> <p>\$600: 7503 Tech supplies for Title One Coordinator</p>
<p>Parent Engagement</p>	<p><u>Grade level:</u> Each grade level will hold at least one parent engagement activity during the school year that addresses ELA or MA Essentials</p> <p><u>School:</u> The school will have the following:</p> <ul style="list-style-type: none"> • Survey to determine parent needs • Committee to lead PE school-wide needs, made up of parents, teachers and Title I coordinator • Parent Teacher Conferences • School wide activities: STEM Night, Community Resource Fair, Book Fair, Back to School Night, Reading with the librarian- Story time (monthly pre-k), Family Reading Challenge, Grade-level activities • Committees to improve the school image. Committees include a culture committee, a systems and structure committee, a relationship committee, and a vision committee 	<ul style="list-style-type: none"> • Grade level planning guide given at beginning of year to plan engagement activity • Advertising to all parents • Translation for parents as needed at all activities • Engagement activity will be posted on Facebook live and/or zoom for parents who cannot attend in person • Reach out to the area resources, request and schedule their participation - • Hold meetings with teachers to explain guidelines and expectations of parent activities. Clarify criteria. • Give teachers a deadline to schedule the activities. Teachers will follow the process of filling out the planning guide for purchasing supplies needed. Teachers will be asked to give EL specific resources/activities that parents can use at home. • Provide support to grade levels as needed for planning, purchasing, and any organizational factors. • Surveys will be provided for a random sampling of parent feedback. • School: Parent/Faculty committee will guide and support planning for school wide activities • Parents, teachers, and community partners will work in collaboration through committees to improve our school image. 	<p>\$750: 7612 EL resources and materials translated and dispersed for families of EL students</p> <p>\$3,700.: 7502</p> <ul style="list-style-type: none"> •Community Resource Fair - focus on EL population - Children will participate in activities as parents learn more about the resources available in the community \$500. • STEM Fair \$250 – supplies • Breakfast with the principal \$400 – supplies • Family Reading Challenge \$1000. • Reading with the librarian (books) - \$100 • \$1,400 grade level activities (\$200 per grade) • Scheduling app for SEP conferences - \$50.00

	<ul style="list-style-type: none"> Stakeholders including administration, teachers, students, parents and community partners, are working to develop new mission and vision statements. 	<ul style="list-style-type: none"> Stakeholders will develop new mission, vision, and values statements 	
Professional Development <i>(not included above)</i>	<p>New Teachers and Interns will participate in the “Fledgling’s Academy” that will focus on Harry Wong’s Effective Teacher program. However, no cost is required since the program has been purchased.</p> <p>EL PD will be held monthly,</p> <p>PD coordinators will plan a monthly PD including, Data training, Acadience training, Blended Learning, Pre K-3 LETRS, PBIS, 4-6 Building a system of feedback...</p>	<ul style="list-style-type: none"> The Fledgling Academy will consist of 8, hour long sessions and 4 half day sessions that focus on Harry Wong’s Effective Teaching PD School PD coordinators will work with the district to plan and implement PD EL PD held monthly - WIDA data, Can do descriptors EL strategies, ACCESS training, LETRS training will be provided for all pre-K-grade 3 teachers. Grades 4-6 will be building a system of feedback, mentoring, and classroom observations that focus on increasing student achievement and teacher efficacy. PD days and times set aside for teachers and instructional assistants 	<p>\$500.00 7504 PD for paras(supplies, and training materials) - once a month</p> <p>\$1000.00 7504 PD Supplies (teachers) - ELL Strategies, Visible Learning/ Teacher Clarity, PBIS, etc.</p>
Science and STEM	<p>Science classes will be taught using the SEED standards in grades 3-6.</p> <p>Students will have the opportunity to participate in the annual STEM fair.</p> <p>Grade 4: 10% increase in RISE scores for students; increase from 26% to 36%</p> <p>Grade 5: 10% increase in RISE scores. increase from 28% to 38%.</p> <p>Grade 6: 10% increase in RISE scores. increase from 30% to 40%.</p> <p>EL students will increase by 15% from 20% to 35%</p>	<ul style="list-style-type: none"> District PD days for 4th-6th grade teachers on SEED standards Teachers will use the SEED standards to teach science and STEM to their classes. Enrichment activities, in science/ STEM areas, will be held for students who are at or above grade level in math and language arts. 	<p>\$30,000 7501: We would need to hire two new instructional assistants to support math and science interventions and enrichment.</p>

School Selected Goals aligned to District Improvement Plan – Optional goals			
Teacher Clarity	Increase the percentage of students that can state how they know if they met the learning target from the beginning of implementation to the end-of-year	A team of teachers and administration will attend the Teacher Clarity training provided by the state. They will implement PD for the teachers, based on the training.	
Feedback	Teachers will participate in specific goal setting for EL students	Grades 4-6 will be building a system of feedback, mentoring, and classroom observations that focus on increasing student achievement and teacher efficacy.	
Instructional Leadership Goal 1	Teachers will participate in specific goal setting for the improvement of student reading outcomes based on the Acadience data from BOY and MOY assessments. Teachers, pre-k-3 will participate in the LETRS training.	Pre-k - 3rd grade teachers will, Independently and in collaboration with others, complete the LETRS training for the 21/22 school year. They will participate in the scheduled PD days for the grade-level LETRS training.	
Active Learner	Teachers will support students through providing engaging lessons and goal setting.	Teachers will develop engaging lessons and instruction based upon the Utah common core standards. They will participate in scheduled PLC meetings to evaluate needs of the students based on data, and participate in in-depth data dives including the grade level team, administration and Special Ed representative. Teachers will work with students to set individual growth goals.	7504: \$2,000. Subs for Growth goals - teacher/student

*Purple font indicates English Learner goals and strategies

SUMMARY OF MEETINGS/PROCESS IN TEAM PLANNING:

We met as an admin team on July 13, 2022 to go over the goals for this year. We reviewed past goals. We then shared the plan with teachers and parents to receive their input. They were asked to review the document and suggest changes they felt were needed. We finalized the document.

TEAM MEMBERS INVOLVED IN PLANNING

NAME: JASON BENSON	ROLE: PRINCIPAL
NAME: BRENDA FULLER	ROLE: TI COORD

NAME: DAVID HULLINGER	ROLE: FACILITATOR
NAME: KIM PETERSON	ROLE: TEACHER
NAME: MAHAUNI FULLER	ROLE: TEACHER
NAME: JOAN HALSEY	ROLE: TEACHER
NAME: GABY RIVERO	ROLE: PARENT (EL)

*ADD MORE ROWS IF NECESSARY

*MAKE SURE TO HAVE **EL** PARENTS REPRESENTED

Brenda Fuller - PLEASE ADD MORE PARENTS TO THE **SIP**//LET ME KNOW WHEN YOU MEET AND ADD THEM - THANKS