

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Franklin High School
Jennifer Wiley, Principal
September 30, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	November 12, 2008	Edits by Office of School Improvement
Revision 2	December 11, 2008	C-SIP Peer Reviews
Revision 3	January 7, 2009	Edits by Office of School Improvement

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

What is our school’s mission, vision, and theory of action?

Please briefly describe your school’s overall mission, vision and theory of action in 1-2 paragraphs.

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

What have we learned from our data?

Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.

Insight		How is this insight addressed in our C-SIP?
1	Our Math WASL scores are at 34 percent, well below the district average of 50 percent	<ul style="list-style-type: none"> • Our SMART goal is to increase the percentage of 10th grade students passing the Math WASL to 55 percent. • To meet this goal we are offering remediation and acceleration opportunities for Level 1 & Level 2 students • We will also expand our emphasis on Math in our tutoring programs
2	Our students are now at or above district average in WASL Reading and Writing	<ul style="list-style-type: none"> • Our SMART goals in Reading and Writing are to raise our scores even higher in order to work closer toward the District’s goals as outlined in the Strategic Plan • In Reading, we will continue our implementation of the Reading Apprenticeship framework • In Writing, we will continue to emphasize writing in the content areas
3	25 percent of our ninth grade students earn less than five credits freshmen year	<ul style="list-style-type: none"> • We have set a SMART goal to increase the percentage of Ninth Grade students earning 5 credits from 75% to 80%. • To meet this goal we have structured ninth grade core classes into three teams differentiated by skill levels as measured by our diagnostic assessments. • Students who are most at risk in these teams also have taken part in a Summer Bridge Program and are part of an extensive support network with a dedicated intervention specialist and community mentors.

Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Math	Franklin rates far below district average in percentage of students passing the Math WASL	To increase the percentage of tenth grade students passing the Math WASL from 34 percent in 2008 to 55 percent in 2009 and for all students to meet WASL graduation requirements by the time they graduate.
Reading	Franklin is slightly above district average in Reading, but is still short of the goal outlined in the District's Strategic Plan	To increase the percentage of tenth grade students passing the Reading WASL from 82% in Spring 2008 to 90% by Spring 2009 and the percentage of graduating students scoring a 70 or higher on the Degrees of Reading Power (DRP) from 34% to 60%.
Writing	Franklin is slightly above district average in Writing, but is still short of the goal outlined in the District's Strategic Plan	To increase the percentage of tenth grade students passing the Writing WASL from 89% percent in Spring 2008 to 92% in Spring 2009 and for all students to meet WASL graduation requirements by the time they graduate.
On-Time Graduation Progress	25 percent of the students currently listed as ninth grade by credits are reclassified students with less than 5 credits	To increase the percentage of Ninth Grade students earning 5 credits from 75% in the CO 2011 to 80% in the CO 2012.

What is the contribution of our school's plan to the District's strategic plan?

Please describe how your major areas of focus will explicitly support or contribute to the district's Strategic Plan.

- **Math:** By increasing the percentage of students 10th grade students who meet WASL standards to 55 percent, our school will be working toward meeting the district's goal of 82 percent of 10th grade students meeting WASL standards by 2012-2013.
- **Reading:** By increasing the percentage of students 10th grade students who meet WASL standards to 90 percent, our school will be working toward meeting the district's goal of 95 percent of 10th grade students meeting WASL standards by 2012-2013.
- **Writing:** By increasing the percentage of students 10th grade students who meet WASL standards to 92 percent, our school will be working toward meeting the district's goal of 95 percent of 10th grade students meeting WASL standards by 2012-2013.
- **On-Time Graduation Progress:** By increasing the percentage of Ninth Grade students earning at least 5 credits from 75 to 80 percent, our school will be working toward meeting the district's goal of 90 percent of students earning at least 5 credits by 2012-2013.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

What are the school-wide strategies that cut across major focus areas?

Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?

Common building-wide strategies include:

- School wide Small Learning Communities (SLC) in grades 9 – 11
- Common planning time for teachers in SLCs and for the Math department
- Curriculum mapping underway in each discipline to develop a clear sequence of content, skills and exit expectations horizontally across each grade level and also vertically from grades 9 – 12.
- A focus on building-wide assessment and use of data teams to measure student growth and to refine and revise instruction to match student needs
- A concentrated effort to close the achievement gap of WASL and academic success between our African American students and the remainder of our school population.
- Use of a student/parent/staff covenant in the Student Handbook for Scholars to build partnership between FHS faculty students and families toward common agreements in rights and responsibilities for each group.
- Administrative walk-through observations and evaluations are focused around observing professional practices using building-based instructional strategies.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

	Characteristic	Where in C-SIP?	How is it addressed (one or more examples from C-SIP)?
1	Clear and Shared Focus	Section 1: School Overview	<ul style="list-style-type: none"> School has a mission, vision and theory of action. School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.
2	High Standards and Expectations	Section 1: School Overview	<ul style="list-style-type: none"> School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Student achievement goals are data-driven.
3	Effective School Leadership	Section 2: Major Focus	<ul style="list-style-type: none"> School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.
4	Supportive Learning Environments	Section 3: Other Focus	<ul style="list-style-type: none"> School addresses non-academic student learning goals.
5	High Level of Community and Parent Involvement	Section 2: Major Focus, <i>And</i> Section 5: Partnerships	<ul style="list-style-type: none"> School includes parent/community representation in the development of the C-SIP. School identifies community partners that engage with the school in support of student learning. School includes one or more strategies for family/community engagement for every SMART goal.
6	High Levels of Communication and Collaboration	Section 2: Major Focus	<ul style="list-style-type: none"> Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting. School shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall.
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus	<ul style="list-style-type: none"> Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus	<ul style="list-style-type: none"> All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.
9	Focused Professional Development	Section 2, Major Focus	<ul style="list-style-type: none"> Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our Building Leadership Team (BLT) includes five Certificated teachers (rotate at large), one Classified staff, Principal, two Parents, and two Students. • Our BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff, parents/community, students, instructional/content coaches, Instructional Directors (IDs), and other district support staff/outside experts.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; two parents serve on BLT. • C-SIP presented @ PTA Meeting (April 8, 2008) and input included in new C-SIP format Fall 2008.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

School Improvement Review, *continued*

Topic	Description
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.

Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

Adequate Yearly Progress (AYP) on the Washington Assessment of Student Learning (WASL)

Our school did not make AYP in Spring 2008 in Reading (limited English) and in Math (limited English, Black, Asian/Pacific Islander, and all students). So, we are identified as a “School in Improvement” in Step 5 for AYP.

Title I status

This school does not receive Title I funds.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Math

Lead Responsibility: Franklin Administration and Department Heads

S.M.A.R.T. Goal: To increase the percentage of tenth grade students passing the Math WASL from 34 percent in 2008 to 55 percent in 2009 and for all students to meet WASL Math graduation requirements by the time they graduate. This goal includes an increase in the percentage of African American students passing the Math WASL from 17 percent in 2008 to 30 percent in 2009.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Pre-Integrated Math	<ul style="list-style-type: none"> Level 1 and Level 2 students in Grades 9 & 10 	Year Round	Math Dept./ Pathways Dean	Freshmen students entering behind grade level are placed in Pre-Integrated Math to accelerate skills. Teachers work together in common planning period to design curriculum to best match student skill needs
Segmented Math	<ul style="list-style-type: none"> Level 1 and Level 2 students in Grades 11 & 12 			Juniors and Seniors who have not meet WASL requirements will be placed in Segmented Math Class if they have not also been successful in the math sequence classes

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Tutorial Support	<ul style="list-style-type: none"> • Level 1 and Level 2 students 	Year Round	Math Dept./ Pathways Dean	Math teachers and peer tutors will be staffing after school Homework Center to provide support current math class needs and in improving WASL math skills
Cross-Curricular Numeracy	<ul style="list-style-type: none"> • Level 1 and Level 2 students 	Year Round	Math Department	Staff will be required to use charts, graphs, statistics or other appropriate math strategies in the context of their content area classrooms

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Diagnostic testing	All students 3 times a year	Math Department/Pathways Dean	Tests will help determine placement for math classes and measure student growth. Skill gaps found in student growth will be used to target instruction in needed areas.
End of Course exams	All students twice a year	Math Department	Tests will help determine placement for math classes and measure student learning in each class. Skill deficits will be used to revise curriculum to improve instruction in needed areas.
Use of Common Assessments	All students in courses through Integrated Math III	Math Department with Math Coach	Math teachers are meeting weekly to analyze student performance data on common assessments used in common courses. Results on assessments will inform instruction.
Common Planning	Level 1 & Level 2 students in Pre-Integrated Math	Pre-Integrated Math teachers	Teachers will use data from student assessments to measure skill progress and revise and refine instruction needed to promote skill improvement.
SMART Goal Development	All Staff	Ongoing meetings with supervising administrator to share progress on SMART goals	FHS administrators will meet with academies/departments regularly throughout the year to share student growth in relations toward goals and share feedback about instructional strategies used.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Data Teams	Math Department	Once per week	Math department members will meet weekly to review student performance and to review and refine curriculum map for math sequence classes
Cross-Curricular Numeracy	All Staff	Twice a year	Math department will lead PD sessions on tools for content area teachers to use in their classrooms.
SMART Goal Development	All Staff	Ongoing meetings with supervising administrator to share progress on SMART goals	FHS administrators will meet with academies/departments regularly throughout the year to share student growth in relations toward goals and share feedback about instructional strategies used.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Written Communications to Families	<ul style="list-style-type: none"> All families 	Monthly	Admin	Mailings include WASL score reports, progress reports, grades and PTSA newsletters all designed to communicate student progress and instructional programs at Franklin
Parent LAP Plan Meetings	<ul style="list-style-type: none"> Parents of Seniors who have not met WASL math requirements and are behind on math credits 	September – November 2008	Pathways Dean	Students, Parents and Pathways Dean will meet to develop and agree upon a plan to meet Math WASL graduation requirements.
PTSA Meetings	<ul style="list-style-type: none"> All families 	Twice a year	Math Department and PTSA	Math department will lead workshops designed to help parents improve their scholar's math skills and performance in math classes.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading

Lead Responsibility: Franklin Administration and Department Heads

S.M.A.R.T. Goal: To increase the percentage of tenth grade students passing the Reading WASL from 82% in Spring 2008 to 90% by Spring 2009 and the percentage of graduating students scoring a 70 or higher on the Degrees of Reading Power (DRP) from 34% to 50%. This goal includes an increase in the percentage of African American students passing the Reading WASL from 74 percent in 2008 to 82 percent in 2009.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Reading Apprenticeship Framework	<ul style="list-style-type: none"> Level 1 & 2 students and students with DRP<70 	Year round	Department Heads	The framework incorporates a wide-range of comprehension strategies including “Think Aloud”, Talking to the Text, Word Walls and use of vertical texts in content area work. All are effective tools in increasing student reading skills.
Socratic Seminar	<ul style="list-style-type: none"> Level 1 & 2 students and students with DRP<70 	Year round	Department Heads	Socratic Seminar is a tool designed to help students gain a deeper understanding of texts through a structured discussion format.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Pathways Intervention Classes	<ul style="list-style-type: none"> Level 1 & 2 students and students with DRP<70 		Pathways Dean	Level 1 & 2 students who are seniors are in LA 12 classes designed to build WASL skills and utilize alternate methods to meet WASL requirements (COE, SAT, ACT). Additional READ 180 classes will be scheduled for ninth grade students as needed and as scheduling allows.
Summer Reading	<ul style="list-style-type: none"> Level 1 & 2 students entering 9th grade 	July-September 2008	LA Dept.	All ninth grade students are assigned a common reading to prepare themselves for text analysis and themes found in the ninth grade year.
School Wide Sustained Silent Reading (SSR)	<ul style="list-style-type: none"> Level 1 & 2 students and students with DRP<70 	At least 15 min 2x/week	FHS Admin	All students and staff will be required to read twice a week as part of homeroom. Targeted students will be given opportunities for more SSR time per week.

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
DRP	All Students 3 times a year	Testing Coordinator	Teachers will use individual data to guide instruction in use of texts. Data will also be used to compare growth rates across teaching teams, academies and grade levels to inform instructional planning for 2009-2010.
Student Portfolio	All students throughout the year	Ninth grade team and 10-12 Academy leaders	Students store work in portfolios, and then set and monitor and reflect on meeting goals to improve skills.
Curriculum Embedded Reading Assessment (CERA)	All students Grades 9-12 twice a year	Admin and Department Heads	CERA is designed to assist students' subject area reading. The assessment is built around an everyday classroom reading experience and provides a solid picture of the students' ability to make sense of texts and an awareness of their reading process.
SMART Goal Development	All Staff	Ongoing meetings with supervising administrator to share progress on SMART goals	FHS administrators will meet with academies/departments regularly throughout the year to share student growth in relations toward goals and share feedback about instructional strategies used.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Reading Apprenticeship	All Staff	Four times a year with varied needs depending on staff familiarity with the framework	New staff will receive a six hour orientation. Experienced staff will work with departments on specific strategies to implement, reflect and refine to improve instructional practice.
Socratic Seminar	All Staff	Twice a year with a refresher in the fall and follow-up reflection in the spring	Staff leaders will provide training and support. Staff will observe and give feedback to each other's practice.
Data Teams	All staff	Meetings throughout the year	Teams will reflect on student data and formulate action using FHS literacy strategies and monitor improvement.
SMART Goal Development	All Staff	Ongoing meetings with supervising administrator to share progress on SMART goals	FHS administrators will meet with academies/departments regularly throughout the year to share student growth in relations toward goals and share feedback about instructional strategies used.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Written Communications to Families	<ul style="list-style-type: none"> All families 	Monthly	Admin	Mailings include WASL score reports, progress reports, grades and PTSA newsletters all designed to communicate student progress and instructional programs at Franklin
Parent LAP Plan Meetings	<ul style="list-style-type: none"> Parents of Seniors who have not met WASL Reading requirements. 	September – November 2008	Pathways Dean	Students, Parents and Pathways Dean will meet to develop and agree upon a plan to meet Math WASL graduation requirements.
PTSA Meetings	<ul style="list-style-type: none"> All families 	Twice a year	Administration and PTSA	Staff and district coaches will be available to present and review Franklin assessment tools and literacy strategies for parents to work with students.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Franklin Administration and Department Heads

S.M.A.R.T. Goal:

To increase the percentage of tenth grade students passing the Writing WASL in Spring 2009 to 92% from 89% in Spring 2008 and for all students to meet WASL graduation requirements by the time they graduate. This goal includes an increase in the percentage of African American students passing the Writing WASL from 82 percent in 2008 to 87 percent in 2009.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Writing Across the Curriculum	<ul style="list-style-type: none"> Level 1 and Level 2 students 	All year	LA Department	Use of aligned 9 -12 writing curriculum (in various modes including research writing) across all departments
Pathways Intervention Classes	<ul style="list-style-type: none"> Level 1 and Level 2 students in CO 2009 	All year	Pathways Dean	Level 1 & 2 students who are seniors are in LA 12 classes designed to build WASL skills and utilize alternate methods to meet WASL requirements (COE, SAT, ACT).

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Collection of Evidence	<ul style="list-style-type: none"> Level 1 and Level 2 students in CO 2009 	November - January	Pathways Dean	Provide prompts and support for students to complete the 6 – 8 prompts required by the state to complete the collection.

Note: Please delete or add rows as necessary.

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Practice Essays	3 times a year	LA Department and Academy team teachers	Scores from Level 1 & 2 rubrics will be used to help students develop goals and plans to improve skills where most needed.
SMART Goal Development	All Staff	Ongoing meetings with supervising administrator to share progress on SMART goals	FHS administrators will meet with academies/departments regularly throughout the year to share student growth in relations toward goals and share feedback about instructional strategies used.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Level 1 and Level 2 Writing Rubrics	All Staff	2 times a year to train and calibrate	Staff trainings will make sure all staff are familiar with the rubrics and calibrate scoring for consistency.
Curriculum Mapping	All Staff	Monthly Department Meetings	Department Leaders will align writing instruction from grades 9 – 12.
Writer's Workshop	LA Department	3 times a year as part of Early release days	District trainers will train FHS teachers to use the Writers Workshop model to match our practice with what is currently being taught at middle school level.
SMART Goal Development	All Staff	Ongoing meetings with supervising administrator to share progress on SMART goals	FHS administrators will meet with academies/departments regularly throughout the year to share student growth in relations toward goals and share feedback about instructional strategies used.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Written communications to families	<ul style="list-style-type: none"> • All families 	Monthly	Admin	Mailings include WASL score reports, progress reports, grades and PTSA newsletters all designed to communicate student progress and instructional programs at Franklin
PTSA Meetings	<ul style="list-style-type: none"> • All families 	Twice a year	Admin and PTSA	Staff and district coaches will be available to present and review Franklin assessment tools and literacy strategies for parents to work with students.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: On-Time Graduation Progress

Lead Responsibility:

Franklin Administration and Department Heads

S.M.A.R.T. Goal:

To increase the percentage of Ninth Grade students earning 5 credits from 75% for the CO 2011 to 80% for the CO 2012. This goal includes an increase in the percentage of African American students earning 5 or more credits from 72 percent for the CO 2011 to 80 percent for the CO 2012.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Ninth Grade Summer Bridge Program	<ul style="list-style-type: none"> • 80 – 100 at risk students entering FHS 	August 20 – 26	Admin	This highly structured and rigorous orientation program was designed to help reduce issues in attendance, discipline, family concerns and academic performance.
Ninth Grade Mentoring program	<ul style="list-style-type: none"> • 80 – 100 at risk students entering FHS 	All year	Admin	An intervention Specialist and trained community mentors will provide on-on-one support for students to ease the transition to high school and to promote success in meeting class and credit requirements.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Homework Center	<ul style="list-style-type: none"> Students failing one or more classes 	October 2008 – June 2009 Monday - Thursdays	Admin/ Pathways Dean	HW Center provides assistance with classroom assignments, projects and skill development. The Center is staffed by students and community tutors and FHS teachers
Small Learning Communities	<ul style="list-style-type: none"> All ninth grade students 	All year	Admin	Based on WASL and diagnostic testing, students are placed in one of three academies: --Pre-AP students far above grade level --Students at or near grade level --Students below grade level and also subject to other high-risk factors Each academy is designed to accelerate students so that all are equally prepared for coursework in tenth grade and beyond.
Franklin Handbook for Scholars	<ul style="list-style-type: none"> All ninth grade students 	All year	Admin	Agreement on policies on attendance, use of electronic devices and class participation are signed as a covenant for each student.

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Progress Reports	All students twice a month	All staff	Teachers are required to report grades to the SOURCE on the 1 st and 15 th of each month.
Quarter Grades	All students in November and April	All staff	Students credit progress will be tracked based on quarter grades.
Semester Grades	All students in January and June	All staff	Students who fall short in credits in January will be targeted for additional interventions to meet success in Semester 2.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Common Planning	Ninth grade team teachers	Weekly meetings during planning period	Teachers will use data from student assessments and behavior to measure skill progress and revise and refine instruction needed to promote skill improvement and student motivation.
SMART Goal Development	All Staff	Ongoing meetings with supervising administrator to share progress on SMART goals	FHS administrators will meet with academies/departments regularly throughout the year to share student growth in relations toward goals and share feedback about instructional strategies used.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Student Led Conferences	<ul style="list-style-type: none"> All ninth grade student families 	Twice a year	Ninth grade team staff	Students will design a conference to discuss his or her progress in meeting goals toward making academic progress for parent and FHS staff.
Parent/Community Events	<ul style="list-style-type: none"> All ninth grade student families 	Twice a year	Ninth grade team staff	Each ninth grade team will schedule an event focused around an academic project each semester.
Written Communications to parents	<ul style="list-style-type: none"> All ninth grade student families 	Monthly	Admin	Mailings include WASL score reports, progress reports, grades and PTSA newsletters all designed to communicate student progress and instructional programs at Franklin
PTSA Meetings	<ul style="list-style-type: none"> All families 	Twice a year	Admin and PTSA	Administration and Ninth Grade staff will be available to present progress reports on the ninth grade program and to provide tips for parents.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Family Engagement	To increase family engagement and communication through increased outreach and varied strategies.	In order to meet this goal, a parent engagement coordinator will be hired to help define and shape our outreach and communication strategies.
Science	To increase the percentage of tenth grade students passing the Science WASL from 21 percent in 2008 to 35 percent in 2009	In order to meet this goal, Science teachers in grades 9 & 10 will target instruction to improve student skills in areas measured by the WASL.
Arts	To expand the offerings in musical, visual and performing arts	Expanding the use of 7 th period lab classes to allow students will full schedules of academic courses to have greater access to arts electives.
Attendance	To increase average daily attendance from 84% to 90%	Increased emphasis on making attending class participation a percentage of class grades. Increased celebrations of students with good attendance records.
Advanced Placement Offerings	To increase the number of Advanced Placement offerings at FHS from 8 courses to 10 courses.	Curriculum mapping planning in each department will include emphasis on increasing AP offerings.
Improved Website and Implementation of the Source	To increase the amount of critical information about student expectations and performance on the school's website and in the Source so that families may stay better informed about student progress.	Teachers and staff will receive training and extra time to ensure the best use of this communication tool. The Source will be updated on the 1 st and 15 th of each month at minimum.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Math	Pre-Integrated Math	Class size at 20 or below	Y	WSS	
Math	Segmented Math	.8 FTE	Y	Pathways	
Math	Tutorial Support	\$32,000	Y	Pathways, WSS, City Levy	
Math	Cross-Curricular Numeracy	N/A (embedded in baseline staffing)	Y	WSS	
Reading	Reading Apprenticeship Framework	PD Time through TR and Early Dismissals	Y	WSS	
Reading	Socratic Seminar	PD Time through TR and Early Dismissals	Y	WSS	
Reading	Pathways Intervention Classes	TBD at semester	Y	Pathways	
Reading	Summer Reading	Recommended Reading List	Y	N/A	

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 4: 2008-10 KEY BUDGET INFORMATION

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading	School Wide Sustained Silent Reading (SSR)	15 minutes out allocated homeroom time	Y	N/A	Loss of ASB time
Writing	Writing Across the Curriculum	Embedded school-wide	Y	N/A	
Writing	Pathways Intervention Classes	.4 FTE	Y	Pathways	
Writing	Collection of Evidence	.4 FTE	Y	Pathways	
On-Time Graduation Progress	Ninth Grade Summer Bridge Program	\$25,000	Y	City Levy	
On-Time Graduation Progress	Ninth Grade Mentoring program	\$20,000	Y	City Levy	
On-Time Graduation Progress	Homework Center	\$35,000	Y	WSS, Pathways, City Levy	
On-Time Graduation Progress	Small Learning Communities	Carefully crafted master schedule to allow for common planning	Y	WSS	Scheduling constraints

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 4: 2008-10 KEY BUDGET INFORMATION

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
On-Time Graduation Progress	Franklin Handbook for Scholars	\$6,000	Y	WSS, City Levy	

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
City of Seattle	<p>OFE Grant allows for the following interventions/supports at 9th grade level:</p> <ul style="list-style-type: none"> - small class sizes for focus population - mentor program for focus population - parent outreach - social/emotional support - extra academic support (dean of students) - truancy support - leveled libraries in classrooms - professional development - parent conferences - summer bridge - academic supplies for focus students 	Throughout school year	City of Seattle levy dollars (OFE)	City of Seattle	Three year grant if performance benchmarks are reached
Group Health Cooperative	School Based Health Centers address non-academic barriers to learning through the on-site provision of adolescent-focused primary health and mental health care.	Operating hours of the school w/ some before and after school services.	<ul style="list-style-type: none"> • Family and Education Levy Funds • Sponsor contribution • Patient Generated • Other Revenue 	<ul style="list-style-type: none"> • Approximately \$300,000 (\$200K FEL and \$100K other) 	Since 1995