

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Franklin High School

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

### Mission

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 an increasingly peaceful and productive society.

### Vision

Franklin High School provides an inclusive, safe, and academically challenging environment for all students.

Franklin High School is one of Seattle's oldest open high schools with the first graduating class walking across the stage in 1912. We are situated in the historic Rainier Valley on the shores of Lake Washington and in the shadow of Beacon Hill where beautiful cultures and communities intersect. We serve a student population of 90% students of color. Many of our students experience complex living situations and stories as marked by 71% being served on Free and Reduced Lunch, 18.5% of our students are English Language Learners, and 12% of students are served by an Individualized Education Plan. In addition, 9% of our students are homeless. In most cases, simply due to our enrollment of over 1,200 students, Franklin represents the highest number of students served in these programs in our district. Furthermore, many of our students, especially those in our ELL program, are experiencing formal education for the first time in their lives and speak languages other than English at home. While these populations face challenges in systems that have historically underserved them with respect to standardized assessments, academic achievement, on time credit attainment towards graduation, they do provide for a beautifully diverse community where identity and growth are valued.

## Priorities and Measurable Goals

### High School Focus Goal: 9<sup>th</sup> Grade On-Track

#### **Priority Goal:**

For the 2020-21 school year, at least 82% of 9<sup>th</sup> grade students of color furthest from educational justice will accumulate sufficient credits (6+ or more) to be on-track to graduate in 4 years.

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance % will be at or above district average.

Additionally, we will work to align our average daily use %, as measured in Teams, within 5% of our average daily attendance rate (%).

Currently (10.14.2020) – FHS Daily Attendance: 95.9%; FHS Daily Teams use: 91.9%

#### **Target Goal:**

##### **Attendance**

By November 5, 2020 (end of 1st quarter), fewer than 15, 9th grade students will have missed 10+days of school. By January 30, 2021, (end of 1st semester), fewer than 35, 9th grade students will have missed 10+days of school.

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students

are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students’ academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Essential Practice 1 – Positive Climate: Relationships and Connections

Essential Practice 6 – Track data at the school, classroom and student level.

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Tier 1:

- Increasing student voice and discourse via instructional alignment and teacher collaboration and a professional development focus on learning about and implementing ethnic studies across the school in all content areas.
- Use of Talking Circles and Restorative Practices in advisory and classroom settings
- Be Franklin - PBIS strategy
- Positive messaging, social emotional learning and school community information sharing through advisory
- School-wide technology alignment and engagement practices as communicated by the Instructional Council
- Quarterly data summits, with a specific eye on disaggregated student data
- Staff will utilize asynchronous time for additional student support
- Staff will respond to student and family emails/phone calls within 24 hours during the school week

Tier 2:

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- Levy case management
- Targeted tutoring during asynchronous work time
- After school study groups
- Black male student advisory board
- Use of Restorative Practices/Circles
- Support groups for targeted student populations

## **English Language Learners (ELL)**

Franklin provides four levels of ELL supports based on student performance on both state required standardized testing (ELPA) and through teacher developed diagnostic assessments. This is aligned with the district secondary proficiency model outlined in the ELL binder. Students received a variety of support based on their level of English language proficiency.

- Level 1 includes sheltered instruction in core subjects: Language Arts, Social Studies, Science and Math, enrichment English, and some mainstream electives.
- Level 2 includes sheltered instruction in core subjects: Language Arts, Social Studies, Science and Math with continued English Enrichment and some mainstream electives and mainstream math if testing indicates.
- Level 3 includes sheltered instruction in Language Art. Students are mainstreamed for all other classes.
- Level 4 (Exited) includes general education with ELL monitoring for 2 years

## **Special Education**

Franklin provides a continuum of services to best meet individual student need. We employ a coteaching/inclusion model and increase scaffolded supports within the general education classroom for students served by an Individualized Education Plan. This model is defined by teaming both a certificated general education teacher and a certificated special education teacher together and serves all students in our Resource, SEL and ACCESS program in the general education setting. Franklin provides sheltered learning experiences for students served in our SM2 and Distinct programs. In addition, students have access to the XIP program, where students receive work-based learning experiences in the community on a weekly basis.

## **Advanced Learning**

AP courses are offered in multiple content areas to all students, including AP English Literature, AP Human Geography, AP American Government, AP Environmental Science, AP Chemistry, AP Physics, AP Calculus, AP Statistics, AP Computer Science, AP Computer Science Principles, AP Spanish, and AP Chinese. All 10th grade students enrolled in general education social studies take AP Human Geography. Due to student demand, we are expanding our AP American Government offering from one section in 2019/2020 to three sections in 2020/2021. We also expanding our offerings of UW in the High School classes for English 131 from one section in 2019/2020 to three sections in 2020/2021. In addition, honors designation is also offered for most core content courses by student choice.

## **Strategies**

- Levy Hub professional development opportunities
- AP Human Geography for all 10<sup>th</sup> grade students
- Open access for students to AP and College in the High School courses
- Open access to honors credit in 9/10 with clear and consistent expectations

- Targeted support groups for AA males and students FFEJ in AP classes (interventionists)
- Embedded honors in Algebra 2 mathematics courses
- Accommodating student interest in taking double math where possible
- Coaching conversations with students/families to take advanced coursework
- Encourage AP Human Geography students to register for at least one more AP class as 11th/12th grader
- Promote advanced coursework opportunities
- Discuss advanced coursework opportunities in 9th grade career connect class

## Practices and Strategies

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.



Effective teacher practices to meet academic priorities and target goals:

- Increasing student voice and discourse via instructional alignment and teacher collaboration and a focus on implementing ethnic studies across the school in all content areas.
- Using advisory to connect with all students/families to continuously check on social-emotional needs, tech needs and basic human needs.
- Increasing the alignment of assessment and grading practices
- Use of Talking Circles & Restorative Practices in advisory and in classroom settings
- Revisioning “Be Franklin”
- Establishing classroom policies that do not inhibit a student's ability to meet standards and/or demonstrate learning.
- Building wide, yearlong Professional Development on Ethnic Studies facilitated by Washington Ethnic Studies Now.
- Focusing on positive messaging, social emotional learning and school community information sharing through advisory.
- School-wide technology alignment and engagement practices as communicated by the Instructional Council
- Quarterly data summits
  - Staff will communicate/advertise available times for additional support
  - Staff will respond to student and family emails/phone calls within 24 hours during the school week

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

### **Schoolwide family engagement/communication strategy**

- Weekly administrative newsletter
- Quarterly Town Hall meetings
- Representative parent advisory group/committee
- Use of digital tools to keep family informed/engaged (website, app, social media etc.)
- Connecting families with Schoology
- Community/school/evening events
- Volunteer opportunities

## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

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We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

By June 2021, Franklin High School will engage in listening and learning with students, families, and the broader community via quarterly, virtual town hall style meeting. These conversations will set the foundation for development of a multi-year work plan and bring coherence to the school's and community's efforts focused on the advancement and achievement of all students using the tenets of targeted universalism and focusing on African American students.

### **Plans for Family Engagement**

#### **Strategies and Events to increase family engagement:**

- Establishing a Parent Advisory Board
- Expanding Parent Volunteer Opportunities (tutoring, mentoring etc.)
- Quarterly Town Hall meetings
- Curriculum Night
- Weekly Community Newsletter
- ASB Events (TBD)
- PTSA strategies
- Parent conferences



## 2020 – 2021 COVID-19 CSIP Addendum

### Franklin High School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

#### **Engaging Families:**

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

#### **Required Practices:**

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.

## 8. Recommended School Specific Strategy as outlined in the Playbook:

We will hold quarterly town hall meetings to engage our families in 2-way communication.

## Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

### **Required Practices:**

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**  
We will use our weekly advisory class to conduct check ins, nurture meaningful relationships and explicitly teach SEL knowledge and skills

## Curriculum, Instruction, and Assessment:

### **Required Practices:**

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
  - A systemic plan to track and monitor learner experience data
  - (e.g. determine level of engagement to inform supportive practices.)
  - Collection and review of meaningful and purposeful data
  - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
  - Adult collaboration between educators and families
  - (e.g. review of data in collaborative PLCs)



8. Implement a school-wide, multi-tiered system of support: Tier 2/2
  - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
  - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
  - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
  
9. **Recommended School Specific Strategy as outlined in the Playbook:**

Commit to a yearlong professional development series on ethnic studies across all contents. As a result, we will work towards building Franklin as an antiracist organization, focusing on centering the voices and stories of our students and engaging them in rich curriculum that reflects the many rays of diversity within the Franklin school community.