



2025-26 Annual CSIP Franklin High School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring, which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Franklin High School

Principal: Erik Weiss

Instructional Vision Theory of Action: If we implement our high leverage practices based on Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS) and Restorative Practices, then we will eliminate opportunity and achievement gaps and each student will receive a high-quality, world-class education.

Members of the Building Leadership Team: Joshua Tashima-Boyd; Joshu Talosig; Emily Speidell; David Couture; Carlos Marquez; Erik Weiss, Jennifer Hendrickson, Natalie Lopez, Anthony Foland, Erin Okuno, Melinda Vo.

[2023-26 CSIP Franklin HS](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 1280

Special Education Percentage: 15.2%

Multilingual Learning Percentage: 29.4%

Highly Capable Percentage: 4.5%

Free and Reduced Lunch Percentage: 57.3%

Washington School Improvement Framework Status: Foundational

[Franklin OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Smarter Balanced Assessment ELA
- Smarter Balanced Assessment Math
- Student Grade Reports
- Walkthrough/Observational Data
- Course Enrollment
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

88% of students responded positively to questions regarding belonging and relationships at school compared to a district average of 85% and 90% of students responded positively to questions regarding Social and Emotional Learning compared to a district average of 86%.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

- Providing academic support for students who have not been successful in Math SBA and CEAs so that they are better positioned to access advanced coursework in math.
- Providing more support for students to have more consistent attendance and reducing the number of chronically absent students.
- Providing supports for ML learners that are in general education classes so they can better access and be successful in those courses.

Disproportionalities: What disproportionalities exist among student groups?

- Disproportionate representation in advanced placement Math and Science courses; need to increase the diversity of students in those classes.
- Disproportionate number of students furthest from educational justice who are chronically absent.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Insufficient professional development to support ML learners in general education and advanced coursework classes; no space in the comprehensive schedule to provide academic support classes specifically in math.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Professional development for staff on how to support ML learners in all settings.

Interconnected Needs: How are needs related to each other or influencing each other?

Students who don't have adequate supports in the classroom often feel unsupported in general and have a decrease in daily attendance. This need intersects with teacher's need to have the tools to support ML learners in accessing general education and advanced coursework.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Added in UDL professional development with an emphasis on supporting ML learners in the general education classrooms.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Staff have been trained on using AI Magic School to help with leveling and differentiating lessons to support all students.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

We have two teachers who receive the district tech stipend to provide individualized and whole school support to staff.

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

Measures and Targets

2023-26 Goal:

From 2023-2026 staff will engage all students in student feedback surveys that address the student's perspective on pedagogies, classroom environment, curriculum and the teacher's anti-racist practices and implementation of restorative practices.

Staff will actively reflect on this data and implement strategies/ interventions to improve our students' Identity and Culturally Responsive Teaching, showing a 2% growth each school year.

2025-26 Goal:

Positive student rating for identity and Culturally Responsive Teaching will increase from 81% to 85% from the Spring 2025 survey to the Spring 2026 survey.

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

Students reviewed and identified in MTSS will complete student attendance agreement plans with Administration and Attendance Specialist, whole school attendance challenges by grade with regular rewards and incentives.

Process Data Measures:

- Student Attendance Agreement Plan
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- MTSS
 - Admin
 - Attendance specialist
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

From 2023-2026 staff will engage in professional developments focused on improving and implementing Ethnic Studies, restorative practices and Standards based teaching and assessment and UDL.

Alongside evaluators, staff will continually reflect and update curriculum and pedagogies to improve our students' learning through lenses of antiracist practices and equity.

2025-26 Goal:

The percentage of 10th grade students on-track will increase from a baseline of 52.6% to a target goal of 54.6% by Spring 2026.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

Admin will regularly provide disaggregated data to staff broken down by teacher and PLC to use in supporting PLC work]. Admin will provide protocols based on Defour's 4 question to guide PLC work.

Process Data Measures:

- Teacher Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Grades Reports
- Smarter Balanced Assessment (SBA)
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Admin

Highly Capable Services

- Differentiation: Educators use pre-assessment to determine the needs of students, providing flexible grouping, extension opportunities, and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include developing emotional intelligence, ethical decision-making, and post-secondary readiness as well as strategies for navigating peers, goal setting and balancing academic rigor with well being
- Advanced Course Work: All students have access to advanced courses. Options include AP, IB, and dual enrollment at local colleges.

Expanded Learning

After School Enrichment Programs:

- Offer a variety of enrichment activities that align with the school's curriculum and focus on diverse areas such as arts, STEM (Science, Technology, Engineering, and Math), sports, leadership, and cultural exploration.
- Collaborate with community organizations, local businesses, and cultural institutions to provide engaging and educational experiences for students.
- Incorporate culturally responsive practices and content to ensure inclusivity and representation in the enrichment activities.
- Provide academic support, tutoring, or homework assistance to reinforce and extend learning from the regular school day.

Summer Enrichment Programs:

- Design and implement summer programs that focus on academic enrichment, skill development, and experiential learning in conjunction with district offerings.
- Offer culturally relevant and responsive learning experiences that honor and celebrate the backgrounds and identities of the students.
- Provide opportunities for students to explore their interests, engage in hands-on activities, and develop new talents and skills.
- Collaborate with community partners to offer specialized programs, internships, or career exploration opportunities.

Acceleration Programs:

- Identify students who would benefit from advanced coursework or accelerated learning opportunities.
- Offer accelerated classes, advanced placement (AP) courses, or dual enrollment programs in collaboration with local colleges or universities.
- Provide targeted support and resources to help students succeed in advanced coursework, such as study groups, mentoring, or academic coaching.
- Ensure equitable access to accelerated programs by addressing any systemic barriers that may prevent certain students from participating.

Homework Policy

Homework policies are by and large determined by separate departments with shared late and credit policies; generally speaking, homework is work assigned in class that is not completed during class time. There may be individual variation depending on if the class is a college in the classroom course or not.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

From 2023-2026 Franklin High School will align with our Levy goal to improve Family and Community Engagement. We will design and host events that are more accessible and increase and diversify membership on our family engagement team. We will target multi-lingual, multi-generational, and working-class families.

2025-26 Goal:

In the 25-26 school year Franklin High School will leverage existing partnerships with families and CBOs to create a Family Co-Design team that participates in the monthly Family Co-Design workshops supported by the Seattle FEED Levy and produces opportunities for families to have direct input on school decisions.

Action Plan

Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Implementation Activity:

Using Levy and Title I supports will seek out and coordinate community partnerships with groups such as YMCA, Communities Rooted in Brilliance, Kaiser Permanente, El Centro de la Raza, WAPI, and other groups to improve referral and support capacity. Referral opportunities and forms will be publicized and available to staff and families. Regular use of SMORES, Talking Points, and School Messenger for communication to families about Community partnerships

Process Data Measures:

Referral completion

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- MTSS Team
- Levy Team
- Admin Team
- Counseling Team

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Title I

Intent and Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality, well-rounded education and to close educational achievement gaps.

Dollar Amount: \$514,015

Activities Implemented to Meet Intent and Purpose: Staffing to support intervention-based coursework and classes

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$1,853,777

Activities Implemented to Meet Intent and Purpose:

- Staff for sheltered, co-taught, and blended classes
- Bilingual instructional assistants

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$93,904

Activities Implemented to Meet Intent and Purpose:

- Additional counselor
- Social worker FTE
- Math and ELA supports for students who have not yet met graduation pathways.

Fund Program: High Poverty LAP

Intent and Purpose: Provide supplemental services to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$332,825

Activities Implemented to Meet Intent and Purpose:

- Graduation support classes (Bridge to College Math 107)
- Supports for 9th- and 10th-grade students who have not yet met ELA and math pathways

Fund Program: Levy Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: \$800,000

Activities Implemented to Meet Intent and Purpose:

- Summer bridge program for incoming 9th graders
- After-school tutoring
- Semester-end "push" supports
- Interventionists
- Attendance support
- Restorative practices

Fund Program: Levy Performance

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: \$300,000

Activities Implemented to Meet Intent and Purpose:

- Summer school for credit recovery and back-on-track support for students in grades 9–11
- Support for 9th-grade seminars
- Saturday school support