

**Franklin School
Task Force Template (FTF)**

Overall Objective: Produce a school site three year action plan and provide input to the Loomis Union School District (LUSD) strategic plan 5 year renewal.

Task Force Members

Task Force Members: Brad Jorgensen, Parent; Steve Stahlberg, Parent; Connie Mancasola, Parent; Ann Baker, Parent and PTC President; Gina Weddle, Parent; Cindy Soldano, Parent; and Shawn Shaw, Principal.

Alert Now was used to solicit families and emails and staff meetings were used to solicit certificated and classified staff members. In spite of the principal's best efforts, no certificated or classified staff members chose to participate on the FTF. Franklin's webpage was used to communicate FTF proceedings.

I. Identify key values

<p>Vision</p> <ul style="list-style-type: none"> • Must compliment or mirror LUSD strategic plan vision • An image or description of the school community you aspire to become in the future. It answers the question "If we could create the school of our dreams and have the impact we most desire, what would we look like in the year 2013?" 	<p><u>Spanish:</u></p> <ul style="list-style-type: none"> • Expand the enrichment opportunities at Franklin by exploring ways to infuse Sombbrero Time, a Spanish immersion program, into the regular school day. <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Expand the technology infrastructure by providing mobile computer labs to 4th – 6th grade students/teachers as well as 7th – 8th grade students/teachers. Provide six (6) personal computing stations within each K – 3rd grade classroom. Upgrade the personal computing stations within the resource classroom as well as the library. • Upgrade Franklin's server, network, and Wi-Fi equipment in order to support technology-related initiatives.
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Physical Education:

- Create an alternate funding source in order to sustain our physical education specialist's position as the PE grant funding will end by the 2009 – 2010 school year.

Middle Years Program:

- Establish 7th & 8th grade team norms, communication protocols, and implement consistent professional practices (e.g., Academic Policy).
- Revise the 6th, 7th, and 8th grade math program in order to improve student achievement in Algebra I.
- Leverage the resources of two schools, residing on one campus, in order to improve the manner through which we our students. For example, 8th grade students may be able to take geometry, during their regular school day, at their home school, instead of attending geometry at Loomis Grammar School on Tuesday, Wednesday, and Thursday mornings. This would eliminate the need for Franklin parents to drop their sons/daughters off at Loomis Grammar School at 7:30 a.m.. It will also eliminate the need for these students to ride a school bus back to Franklin at the conclusion of geometry class.

Campus Plan, Franklin and Loomis Basin Charter Schools (LBCS):

- Address community concerns related to the presence of two schools, LBCS and Franklin, on what was traditionally a one school campus:
 - Disseminate LBCS' campus layout and future growth plan to the Franklin community.

	<ul style="list-style-type: none"> ➤ Create a vehicle (e.g., Shared MS Outlook calendar) through which the allocation of campus resources (e.g., Gym), between the two schools, will be completed in an efficient, equitable manner. ➤ Develop a process for monitoring and alleviating parking lot congestion. ➤ Dispel the myth that both schools will eventually morph into one ‘super school’ by reinforcing the plan that each school will retain its individual character and identity while working cooperatively with one another for the benefit of students and their families. <ul style="list-style-type: none"> • LBCS and Franklin will remain independent schools. • LBCS’ and Franklin’s principals will work cooperatively to schedule the gymnasium for LBCS and Franklin events, and work cooperatively to find areas of common interest that provide mutual benefit to the students of both schools. • LBCS’ PTC and Franklin’s PTC will work cooperatively to find areas of common interest (e.g., Assemblies) that provide mutual benefit to the students of both schools.
<p>Mission A mission statement is foundational and states the purpose of the school’s existence. It answers the question "why do we do what we do?"</p>	<p>We provide a safe, effective medium in which students learn and achieve.</p>
<p>Parameters Planning parameters are the criteria against which all decisions are evaluated.</p>	<p>Our decisions must be legal, ethical, moral, good for kids, and support student learning and achievement. Programs must be sustainable.</p>

<p>Examples:</p> <ul style="list-style-type: none"> • We will base all decisions on the best interest of students. • We will respect the rights and dignity of every individual. • We will not allow the fiscal stability of the district to be jeopardized. • We will serve all students of our community. 	
<p>Strengths Assets, qualities, attributes possessed by the school that will enhance the achievement of its goals or aspirations.</p>	<p>Committed and motivated parents and staff. Franklin’s PTC (Parent Teacher Committee) augments the educational goals and student learning objectives through its fundraising efforts, parent volunteers, and complementary programs (e.g., Science docents, art docents, garden docents, etc.).</p>
<p>Weaknesses Liabilities, qualities and attributes within the school that could impede its advance toward its goals.</p>	<p>The LUSD is currently unable to provide direct funding for physical education specialists, so alternative funding sources will need to be created.</p> <p>The LUSD is currently unable to provide direct funding for Sombrero Time, within the school day, so alternative funding sources will need to be created.</p>
<p>External Factors Social, technological, economic, educational, political, and demographic factors, circumstances and conditions over which the school has no direct control</p>	<p>Legislation (e.g., Unfunded mandates), state funding, and economic conditions.</p>

II. Gather Input

The FTF determined, through discussion, that the aforementioned items were areas of concern and interest to the Franklin community. The aforementioned items were communicated to the Franklin community (e.g., Staff and families), and they were provided with an opportunity to participate in the process. These items became the basis of Franklin’s Task Force Template and school improvement.

III. Analyze Data

We analyzed parent and staff feedback.

IV. Key Focus Areas for School Action Plan

Our analysis of parent and staff feedback suggested that the following areas are key areas for school improvement.

<p>Focus Area # 1: Spanish</p> <p>Problem Statement: The LUSD is currently unable to provide funding for Sombrero Time, within the school day, for Franklin’s students.</p>	<p>Why was this focus area selected? What staff and parent input supports this focus area?</p> <p>The Franklin parents communicated, through forums (e.g., Evening meetings & PTC) that they would like an additional language opportunity for their sons and daughters.</p> <p>Provide solution details and resources for each option:</p> <p>Option #1: (Attachment A) The cost to provide Option #1 is approximately \$22.16 per student each month. This provides four (4) days (Monday – Thursday) of Spanish immersion instruction. Kindergarten would receive approximately 20 – 25 minutes each day while 1st – 8th grades would receive approximately 30 – 35 minutes each day.</p> <p>Option #2: Modifies (Attachment A) Option #1 by providing two (2) days of Spanish immersion instruction. For example, Kindergarten – 4th grades would receive instruction on Mondays and Wednesdays, and 5th – 8th grades would receive instruction on Tuesdays and Thursdays. Their daily instructional minutes would remain the same (e.g., Kindergarten would have approximately 20 – 25 minutes of classroom instruction). The</p>
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	<p>cost per student would be approximately \$11.08 per student each month. <i>What option is being recommended and why?</i></p> <p>We are currently in the brainstorming and planning stages. We are working out a draft schedule along with the associated costs with David and Ruth Finsthwait, owners of Sombrero Time. Once these steps are completed, we will begin drafting a survey for the Franklin community, gathering and analyzing data, and determining whether or not this is a viable funding plan to deliver a Spanish immersion program within our regular school hours (8:30 a.m. – 2:30 p.m.).</p>
<p>Focus Area # 2 Technology</p> <p>Problem Statement: The LUSD is currently unable to provide funding for student computing needs, and Franklin’s classroom personal computing stations are antiquated.</p>	<p>Why was this focus area selected? What staff and parent input supports this focus area?</p> <p>Franklin’s technology liaison, Bonnie Robinson, led a parent/teacher committee to solicit the technology needs of teachers and students.</p> <p>Provide solution details and resources for each option:</p> <p>Outcome #1: PTC purchased a new mobile laptop lab for Franklin’s 7th – 8th grade teachers and students.</p> <p>Outcome #2: The current 7th – 8th grade mobile laptop lab will be moved to the 4th – 6th grade teachers and students.</p> <p>Outcome #3: Six (6) personal computers will be placed in each kindergarten – 3rd grade classroom, resource classroom, and library. This will be accomplished through the dissolution of Franklin’s current computer laboratory and augmented by the purchase of new personal computers.</p> <p>Outcome #4: Franklin’s antiquated personal computers will be donated to LUSD’s technology department in order to be distributed to other LUSD schools on an as needed basis.</p>

<p>Focus Area # 3 Physical Education</p> <p>Problem Statement: The LUSD is currently unable to provide funding for physical education specialists.</p>	<p>Why was this focus area selected? What staff and parent input supports this focus area?</p> <p>Student health and well-being is a primary concern of the Franklin community.</p> <p>Provide solution details and resources for each option:</p> <p>Outcome #1: Gina Anixter and Greg Bomhoff created a 24-hour run fundraiser through which approximately \$30,000 was raised during the 2009 – 2010 school year.</p> <p>Outcome #2: Gina Anixter and Greg Bomhoff are expanding on the 2009 – 2010 24-hour run for 2010 – 2011 in order to sustain the physical education specialist position as well as support other health-related campus initiatives.</p>
<p>Focus Area # 4 Middle Years Program</p> <p>Problem Statement: Franklin’s middle school program is not functioning in the most effective manner.</p>	<p>Why was this focus area selected? What staff and parent input supports this focus area?</p> <p>Historical staff turnover; standardized assessment data (e.g., STAR Achievement Data) is not on par with the other grade levels’ achievement; and standardized operation protocols did not exist.</p> <p>Provide solution details and resources for each option:</p> <p>Outcome #1: Peter Muth, Cinnamon Johnsrud, Beth Brauer, Jeremy Shrieve, and Shawn Shaw created a uniform academic policy (Attachment B) as well as communication protocols for 7th and 8th grades. Consistent, standardized operational policies across, grade levels and teachers, will foster positive relationships, promote consistent communication, and augment student achievement.</p> <p>Outcome #2: Peter Muth, Jeremy Shrieve, Greg Franchi, and Shawn Shaw created a 6th – 8th grade Middle School Math Program (Attachment C) and Math Progression (Attachment D). This, coupled with parent outreach, provides students and parents with a clear understanding of the scope and sequence of the 6th – 8th grade math program. It also</p>

	<p>provides a clear understanding of the rationale for the changes to the 6th – 8th grade math program.</p> <p>Outcome #3: (Pending) We believe the structural and instructional changes to the 6th – 8th grade math program will result in the following measurable student achievement:</p> <ol style="list-style-type: none"> 1. Increase the number and percentage of 6th grade students achieving advanced or proficient on the General Math STAR test. 2. Increase the number and percentage of 7th grade students achieving advanced or proficient levels on the General Math STAR test. 3. Increase the number and percentage of 8th grade students achieving advanced or proficient levels on the Algebra I STAR test. 4. Increase the number and percentage of 8th grade students passing the Del Oro Algebra I Challenge Test whereby a greater number and percentage of Franklin students enroll in geometry as freshmen.
<p>Focus Area # 4 Campus Plan, Franklin and Loomis Basin Charter Schools</p> <p>Problem Statement: Franklin parents and staff members are concerned about the presence of two schools on what was traditionally a one school campus.</p>	<p>Why was this focus area selected? What staff and parent input supports this focus area?</p> <p>Prior to the start of the 2008 – 2009 school year, plans were made to place a dependent charter school, LBCS, on Franklin’s campus. Franklin parents and staff members were unclear as to how two schools would share what was traditionally a one school campus. In the absence of a comprehensive campus plan, some parents and staff members were anxious about LUSD School Board’s future plans for the campus.</p>

Provide solution details and resources for each option:

Outcome #1: The LUSD School Board addressed parent and staff concerns related to the presence of two schools on what was traditionally a one school campus:

- LBCS' campus layout and future growth plans were disseminated to the Franklin community.
- A vehicle (e.g., Shared MS Outlook calendar) was created through which the allocation of campus resources (e.g., Gym), between two schools, is now completed in an efficient, equitable manner.
- A process for monitoring and alleviating parking lot congestion is established.
- The prevailing myth that both schools will eventually morph into one 'super school' was dispelled. Each school will retain its individual character and identity while working cooperatively with one another for the benefit of students and their families.

Outcome #2: LBCS and Franklin will remain independent schools.

Outcome #3: The two principals will continue to work cooperatively to schedule the gymnasium for LBCS and Franklin events, and work cooperatively to find areas of common interest that provide mutual benefit to the students of both schools.

Outcome #4: LBCS' PTC and Franklin's PTC will work cooperatively to find areas of common interest (e.g., Assemblies) that provide mutual benefit to the students of both schools.

	Outcome #5: The schools' administration and PTC groups will cooperatively work together to leverage the resources of two schools, residing on one campus, in order to improve the manner through which we serve our students. For example, 8 th grade students may be able to take geometry, during their regular school day, at their home school, instead of attending geometry classes at Loomis Grammar School on Tuesday, Wednesday, and Thursday mornings. Thus, eliminating the need for parents to drop their sons/daughters off at Loomis Grammar School at 7:30 a.m. as well as said students needing to ride a bus back to Franklin. The elimination of a bus ride enables us to recapture previously lost valuable learning time and instructional minutes for these students.
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V. Research Reports

Attachment F, Benefits of learning an additional language.

VI. Construct Site Action Plans for 2010-2011:

Focus Area: Spanish

3 Year Objectives:

- 2010 – 2011: Determine whether or not the Franklin community is willing and able to sustain a Spanish immersion program within its regular school day. The regular school day is defined as 8:30 a.m. – 2:30 p.m..
- 2011 – 2012: Implement a Spanish immersion K – 8 program, within the regular school day, for Franklin's students.
- 2012 – 2013: Sustain a Spanish immersion K – 8 program, within the regular school day, for Franklin's students.

2010-2011 Action Plan: Spanish

Specific Result:

Survey results and parent funding will determine whether or not Franklin will be able to sustain a Spanish immersion program within its regular school day during the 2011 – 2012 school year.

#	<i>ACTION STEP</i>	Assigned to:	Starting Date	Due Date	Completed Date
1	Create drafts of at least two (2) K – 8 schedules for Spanish immersion.	Shawn Shaw, Racine Shaw, Lori Jorgensen	August 2010	September 2010	September 2010
2	Finalize the estimated cost per student for two K – 8 Spanish immersion schedules.	Shawn Shaw, Racine Shaw, Lori Jorgensen, David Finsthwait, Ruth Finsthwait, Paul Johnson, Jay Stewart	September 2010	October 2010	
3	Create a survey and distribute the survey to the Franklin community.	Shawn Shaw, Racine Shaw, Lori Jorgensen, David Finsthwait, Ruth Finsthwait, Paul Johnson, Jay Stewart	October 2010	November 2010	

Focus Area: Technology

3 Year Objectives:

- 2009 – 2010: Determine how Franklin’s classroom and library personal computing resources will be configured to support student learning and achievement.
- 2010 – 2011:
 - Order and distribute personal computing resources to Franklin’s K – 8th grade teachers and students.
 - Determine what staff development and technology training Franklin staff members need.
 - Construct a site-based technology plan.
- 2011 – 2012:
 - Provide staff development and technology training in order to optimize the existing personal computing and technology resources.
 - Implement the site-based technology plan.

2010-2011 Action Plan: Technology

Specific Results:

- Replace the antiquated personal computing resources within Franklin’s K – 3rd grade classrooms. Provide mobile laptop laboratories to 4th – 8th grade teachers and students.

#	<i>ACTION STEP</i>	Assigned to:	Starting Date	Due Date	Completed Date
1	Computing resources inventoried and staff surveyed.	Bonnie Robinson and technology committee	2009	2010	June 2010

2	Order placed.	Bonnie Robinson and technology committee, PTC, Jay Stewart, and Wayne Geide	Summer 2010	Summer 2010	Summer 2010
3	Inventory and test personal computers.	Wayne Geide	September 2010	October 2010	
4	Install and test new personal computing resources	Bonnie Robinson and technology committee, PTC, parent volunteers, and Wayne Geide	October 2010	November 2010	

Focus Area: Physical Education

3 Year Objectives:

- 2010 – 2011: 24-hour run fundraiser expanded and sustained for the second year.
- 2011 – 2012: 24-hour run fundraiser sustained for the third year.
- 2012 – 2013: 24-hour run fundraiser sustained for the fourth year.

2010-2011 Action Plan, Physical Education

Specific Result:

- Generate enough revenue from the 24-hour run fundraiser to satisfy Franklin’s financial obligation to sustain Franklin’s physical education specialist position as well as other health-related initiatives.

The 24-hour run fundraiser is a PTC event. The action steps and planning are currently underway. Gina Anixter and Greg Bomhoff have an operational team in place. Franklin’s main office staff; Tracey Lewis, Kathy Pettas, and Shawn Shaw; as well as Franklin’s custodial staff; Dave Senkbeil and Chris Angel, Jr.; will provide support and facility scheduling as needed.

Focus Area: Middle Years Program

3 Year Objectives:

- 2009 – 2010:
 - Establish 7th & 8th grade team norms, communication protocols, and implement consistent professional practices (e.g., Academic Policy).
 - Revise the 6th, 7th, and 8th grade math program in order to improve student achievement in Algebra I.
- 2010 – 2011:
 - Implement 7th & 8th grade team norms, communication protocols, and consistent professional practices (e.g., Academic Policy).
 - Complete the revisions to the 6th, 7th, and 8th grade math program in order to improve student achievement in Algebra I.
 - Implement the changes to the 6th, 7th, and 8th grade math program.
 - Develop schedule options and logistics for a campus-based, one (1) year Algebra I program for advanced 7th grade math students. This will be a ongoing, joint venture between LBCS and Franklin.
- 2011 – 2012:
 - Implement schedule changes and logistics for a campus-based, one (1) year Algebra I program for advanced 7th grade math students. This will be an ongoing, joint venture between LBCS and Franklin.
 - Develop schedule options and logistics for a campus-based, geometry program for advanced 8th grade math students. This will be an ongoing, joint venture between LBCS and Franklin. This allows the two schools to leverage the resources of two middle school programs, residing on one campus, in order to improve the manner through which we serve our advanced middle school students. Advanced 8th grade math students would be able to take geometry, during their regular school day, at their home school, instead of attending geometry at Loomis Grammar School on Tuesday, Wednesday, and Thursday mornings. Thus, eliminating the need for parents to drop their sons/daughters off at Loomis Grammar School at 7:30 a.m. as well as said students needing to ride a bus back

to Franklin. The elimination of a bus ride enables us to recapture previously lost valuable learning time and/or instructional minutes for these students.

- 2009 – 2010:
 - Implement schedule changes and logistics for a campus-based, geometry program for advanced 8th grade math students. This will be an ongoing, joint venture between LBCS and Franklin.

2010-2011 Action Plan: Middle Years Program

Specific Results:

- The implementation of 7th & 8th grade team norms, communication protocols, and consistent professional practices (e.g., Academic Policy) will result in greater student and parent satisfaction as well as increased student achievement as manifested on standardized measures (e.g., STAR; benchmark, chapter, and posttests, etc.).
- Completing the revisions to the 6th, 7th, and 8th grade math program will improve student achievement in Algebra I; resulting in a greater number and percentage of 8th grade students achieving *advanced* or *proficient* STAR Algebra I test results. We also expect a greater number and percentage of these 8th grade students to pass Del Oro High School’s Algebra I Challenge Test whereby they are permitted to enroll in geometry as freshmen.
- Implementing the changes to the 6th, 7th, and 8th grade math program will also improve student achievement in 6th and 7th grade STAR General Math; resulting in a greater number and percentage of 6th and 7th grade students achieving *advanced* or *proficient* STAR General Math test results.
- Complete the schedule options and logistics for a campus-based, one (1) year Algebra I program for advanced 7th grade math students for the 2011 – 2012 school year. This will be an ongoing, joint venture between LBCS and Franklin.

#	<i>ACTION STEP</i>	Assigned to:	Starting Date	Due Date	Completed Date
1	The implementation of 7 th & 8 th grade team norms, communication protocols, and consistent professional practices (e.g., Academic Policy) will result in greater student and parent satisfaction as well as increased student achievement as manifested on standardized assessments (e.g., STAR; benchmark, chapter, and posttests, etc.).	Peter Muth, Jeremy Shrieve, Cinnamon Johnsrud, Beth Brauer, and Shawn Shaw	2009	2010	August 2010

2	Completing the revisions to the 6 th , 7 th , and 8 th grade math program will improve student achievement in Algebra I; resulting in a greater number and percentage of 8 th grade students achieving advanced or proficient STAR Algebra I test results. We also expect a greater number and percentage of these 8 th grade students to pass Del Oro High School's Algebra I Challenge Test whereby they are permitted to enroll in geometry as freshmen.	Greg Franchi, Peter Muth, Jeremy Shrieve, and Shawn Shaw	August 2009	August 2010	June 2011
3	Implementing the changes to the 6 th , 7 th , and 8 th grade math program will also improve student achievement in 6 th and 7 th grade STAR General Math; resulting in a greater number and percentage of 6 th and 7 th grade students achieving advanced or proficient STAR General Math test results.	Greg Franchi, Peter Muth, Jeremy Shrieve, and Shawn Shaw	August 2009	October 2010	June 2011
4	Complete the schedule options and logistics for a campus-based, one (1) year Algebra I program for advanced 7 th grade math students for the 2011 – 2012 school year. This will be a joint, ongoing venture between LBCS and Franklin.	Greg Franchi, Peter Muth, Jeremy Shrieve, Beth Brauer, Cinnamon Johnsrud, Cindy Uptain, Shawn Shaw, LBCS' PTC, and Franklin's PTC	August 2010	May 2011	June 2011

Focus Area: Franklin and Loomis Basin Charter School (LBCS)

1 Year Objective:

➤ 2009 – 2010:

- Address community concerns related to the presence of two schools, LBCS and Franklin, on what was traditionally a one school campus:
 - Disseminate LBCS' campus layout and future growth plan to the Franklin community.
 - Create a vehicle (e.g., Shared MS Outlook calendar) through which the allocation of campus resources (e.g., Gym), between two schools, is completed in an efficient, equitable manner.
 - Develop a process for monitoring and alleviating parking lot congestion.
 - Dispel the myth that both schools will eventually morph into one 'super school' by reinforcing the plan that each school will retain its individual character and identity while working cooperatively with one another for the benefit of students and their families.
- LBCS and Franklin will remain independent schools.
- LBCS' and Franklin's principals will work cooperatively to schedule the gymnasium for LBCS and Franklin events, and work cooperatively to find areas of common interest that provide mutual benefit to the students of both schools. This is an ongoing, joint venture between the two principals.
- LBCS' PTC and Franklin's PTC will work cooperatively to find areas of common interest (e.g., Assemblies) that provide mutual benefit to the students of both schools. This is an ongoing, joint venture between the two PTC groups.

2010-2011 Action Plan: Franklin and Loomis Basin Charter School (LBCS)

Specific Result:

- The objectives were met. Cooperative efforts are currently underway, and a promising future lies ahead.