Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Benjamin Franklin Elementary
Local Education Agency Name	School City of Hammond
School Year	2019-2020

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

<u>Phases</u>

    I.   <u>Establish a Comprehensive Needs Assessment planning team</u>

   II.   <u>Develop a vision of excellence</u>

 III.   <u>Create a school profile</u>

 IV.   <u>Identify focus areas</u>

  V.   <u>Collect additional data on focus areas</u>

 VI.   <u>Analyze data to determine key findings and root causes</u>

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members		
Note: Add or subtract rows as needed.		
Name	**Stakeholder Group(s)**	**Role(s)**
Regina Ellis	Administrator	Principal
Tim Scoleri	Teacher	Kindergarten/Family Involvement Coordinator
Nicole Dunn	Teacher	Kindergarten
Kathy Coyle	Teacher	Special Education
Raquel Aranda	Teacher	LDP
Patricia Barnes	Teacher	1st Grade
Jason Jendreas	Teacher	2nd Grade
Frances Majchrowicz	Teacher	2nd Grade
Robin Bellamy	Teacher	4th Grade
Brian Demantes	Teacher	4th Grade
Celina Garcia	Parent	PTA President/Parent
Leslie Martinez	Teacher	3rd Grade
Lindsay Palko	Teacher	3rd Grade
Aimee Fausto	Teacher	5th Grade
Kari Tolliver	Teacher	5th Grade
Mary Brough	Teacher	1st Grade
Nicole Partain	Aide	Media Specialist

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.

Committee's Domain of Study: Safe Learning Environment		
Name	**Stakeholder Group(s)**	**Role(s)**
Regina Ellis	Administrator	Principal
Nicole Dunn	Teacher	Kindergarten

Committee's Domain of Study: Curriculum		
Name	**Stakeholder Group(s)**	**Role(s)**
Aimee Fausto	Teacher	5th Grade
Mary Brough	Teacher	1st Grade
Kathy Coyle	Teacher	Special Education

Committee's Domain of Study: Assessment		
Name	**Stakeholder Group(s)**	**Role(s)**
Kari Tolliver	Teacher	5th Grade
Leslie Martinez	Teacher	3rd Grade

Committee's Domain of Study: Instruction		
Name	**Stakeholder Group(s)**	**Role(s)**
Brian Demantes	Teacher	4th Grade
Lindsay Palko	Teacher	3rd Grade

Committee's Domain of Study: Cultural Competency		
Name	**Stakeholder Group(s)**	**Role(s)**
Robin Bellamy	Teacher	4th Grade
Patricia Barnes	Teacher	1st Grade
Frances Majchrowicz	Teacher	2nd Grade

Committee's Domain of Study: Family Engagement		
Name	**Stakeholder Group(s)**	**Role(s)**
Tim Scoleri	Teacher	Kindergarten/Family Involvement Coordinator
Celina Garcia	Parent	PTA President/Parent
Raquel Aranda	Teacher	Language Development

Committee's Domain of Study: Technology

Name	Stakeholder Group(s)	Role(s)
Nicole Partain	Aide	Media Specialist
Jason Jendreas	Teacher	2nd Grade

II. Develop a vision of excellence

Vision of Excellence

Note: Adjust the length of this table cell as needed.

Mission Statement
Excellence in learning: Success in life.

Vision Statement
The School City of Hammond embraces its diversity and communicates consistently high expectations. SCH provides a rich and challenging learning environment that encourages academic excellence and the development of talents that prepares students to make positive contributions to our world.

District leadership provides continuous, system-wide, professional growth opportunities enhanced by technology and guided by data-driven, research-based strategies, assessments, and timely interventions. Highly effective teachers and support staff collaboratively utilize best practices to maximize student growth and achievement.

Supported by the pillars of sound, fiscal management, accountability, and community partnerships, SCH maintains a focus on transparency and good stewardship.

III.   Create a school profile

School Profile

Franklin is located in Hammond, Indiana, in the Robertsdale section of the city. Franklin has a Whiting address even though it is part of The School City of Hammond. It is four blocks from the southeast side of Chicago, IL The school is in a residential neighborhood a few blocks south of Lake Michigan, the Horseshoe Casino, and the Hammond Marina. Franklin is surrounded by industry such as the B.P. Oil Refinery, Cargill, and Unilever.

The social-economic crunch has taken many jobs from parents in our district. Employment opportunities at local industries (BP Oil, steel mills, Unilever, Cargill) have dropped sharply in recent years. Minimum wage jobs like those recently created by the area's casino industry has not had enough positive economic impact to counteract the absence of previously mentioned jobs. Hopefully, many new investment announcements by ArcelorMittal Steel, BP Oil and the Horseshoe Casino should result in an economic upturn for the community.

Franklin Elementary School is one of twelve Kindergarten through Fifth Grade schools in the School City of Hammond Corporation. There are also two 6-8 grade middle schools, two 6-12 grade middle/high schools, and two 9-12 grade high schools.

The present Franklin Elementary School building opened in 1976, replacing a school building which was built in 1902. The current playground was the site of the original school.

The Franklin faculty includes a principal, 12 teachers in grades kindergarten to five. a special education (LD/MIMH) teacher, a language development teacher, a media specialist aide, and school counselor. Part time teaching professionals in art, vocal music, physical education, and also service students at Franklin. Additional professional staff in the form of a speech therapist, special education case manager, occupational therapist, and psychologist augments the staff. An office manager, secretary, nurse/EMT, three recess aides, two special education aides, three food services and three custodial personnel complete the staff.

Vision

- To prepare children to become productive members of our society and an ever-changing global community.
- Requires the collaboration of students, parents, teachers, and administrators to work toward developing our students to be lifelong learners.
- Requires a safe environment that will encourage responsibility, positive social growth, and respect.
- Is dependent on the school's responsibility to provide students with the opportunities, educational tools, challenges and encouragement to achieve their individual potentials.
- Requires that the learning environment must provide for a diversity of ethnic backgrounds, cultures, intellectual abilities, and individual needs.

Mission Statement

The Mission of Franklin School Community is to provide a learning environment that develops productive and responsible students who are lifelong learners.

Core Beliefs or Core Values

Be respectful, Be Responsible, Be Safe.
- All children must be nurtured to become lifelong learners.
- All children can learn when various educational techniques are implemented to meet the individual needs of the child.
- Students have a shared responsibility for their own learning and behavior.
- It is the Administration's responsibility to assure that schools, teachers, and students have what is necessary for effective learning.
- Professional development for staff is an integral part of their students' success.
- Parents must be actively involved in their child's education.
- Family and community involvement in school is essential for the success of children.
- School activities prepare children to be responsible citizens, thus becoming productive members of society.
- Expectations help set the level of student achievement.

Student Demographics

Franklin Student Demographics (First Tab)

Staff Demographics

Teachers by Ethnicity:
White: 87%
Hispanic: 6.5%
African American: 6.5%

Teachers Years of Experience:
20+ years: 19%
16-19 years: 20%
11-15 years: 26%
6-10 years: 32%
0-5 years: 13%

Student Behavior

Franklin Student Behavior (Second Tab)

Student Academic Outcomes

ILEARN Spring 2019 Results

2019 Standards Academic Standards Summary

| ISTEP+ Percent Passing Trend | ISTEP+ Percent Passing Trend |

Subject: English/Language Arts Only

Subject: Math Only

Summary of Current School Improvement Strategies

Current school improvement strategies are:
- 90 minute balanced literacy block including stations and guided reading groups
- 90 minute mathematics block including stations and guided math groups
- Reteach & enrich groups implemented at least once a week
- Indiana Standards Based Instruction
- Data analysis 3 times a year
  - NWEA Reading and Math
  - Reading Running Records
  - Scholastic Reading Inventory
  - Formative Assessments

Summary of Core Curricula

The Indiana State Standards are what drive the curriculum for the School City of Hammond. Various standards based teaching resources and curriculum maps help drive teaching those standards to ensure students master what is being taught.

In order to understand the level of implementation of key programs and strategies, implementation data will be collected and analyzed as evidenced by observations, walk-throughs, collaboration, and student work samples. Student grades and report cards are aligned with Indiana Academic Standards and ILEARN as evidenced by correlations of student grades with scores on ILEARN.

Summary of Formative and Summative Assessments

Every grade level (K-5) administers common Formative assessments for Math and Reading bimonthly. Every grade level determines the focus of each formative and determines how each formative will be administered. Each teacher records their student data onto a data spreadsheet. During grade level collaboration meetings the teachers discuss and analyze their data and make adjustments to their instruction. This data is also shared during school wide meetings.

Franklin Elementary also administers NWEA, Reading Running Records, Scholastic Reading Inventory, IREAD and ILEARN during the school year.

Grades K -5   NWEA Math 3 times a year

Grades K-5   NWEA ELA 3 times a year

Grades K-2   Reading Running Records 2 times a year (3rd grade RRR for students with SRI levels below 200)

Grades 2-5   Scholastic Reading Inventory 3 times a year

Summary of Academic Intervention and Enrichment Programs

- Support all staff in use of key strategies such as marking and coding, identifying key words, multiple ways to solve problems and breaking down word problems
- K-5 teachers refine use of key strategies & their understanding of the "gradual release model" (i.e., dependent; shared demonstration; guided practice; independent)
- Teachers will use common vocabulary in their math.

- K-5 teachers will work to include more problem solving opportunities daily using a consistent teaching model and a common language.

- K-5 teachers will focus on vocabulary and the language of the problems.

Tier 1

- Teachers will be conscious of cultural differences; i.e. pairing LEP students with: 1) good peer models during Think/ Pair/ Share; 2) provide visual clues; 3) use repetition and consistent use of vocabulary; 4) focus on vocabulary, word banks and word walls; 5) pre-teach/ teach/ re teach content-vocabulary and concepts; 6) use graphic organizers; 7) use daily journals, dialogue journals and language experience approach for writing and other appropriate teacher strategies to guide and support the learning and language development of students with diverse backgrounds.
- Students will have opportunities to attend educational trips to enhance background knowledge, build vocabulary, and learn new concepts. Students will be required to share their ideas through writing, oral language, reading, and graphing.
- Teachers will differentiate instruction for individual students as part of our Response to instruction framework.
- K-5 teachers will review intervention plan based on summative assessments; continue to revise plan & add interventions to support below grade level students & subgroups.
- K-5 teachers will provide math support in small groups during guided math.
- K-5 teachers will provide reading support in small groups during guided reading
- K-5 teachers will confer with students during independent reading.
- K-5 Teachers will have 1 day a week where they focus on re-teaching and enriching for both ELA and Math.

Tier II -
- Jump Start: as funds are available, at the beginning of the school year for kindergarten students.

- Summer School: SOAR for students that have been identified through teacher recommendation, observation checklist, standardized and cognitive testing will be invited to attend the program.

- Remediation: If funds are available, remediation may be provided for students that fail or were close to failing the ISTEP+ or who failed IREAD3.
- RTI Interventionist work in small groups of 3-5 students on targeted reading skills.

Tier III
- RTI interventionist teach in small groups of 1-2 students on targeted reading skills.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Student Programs
- Student Council
- Chess Team
- Girls on The Run
- Jr. Wolff Pack Running Club
- Art Club
- Lego Robotics
- Tech Minions Club
- Choir
- Intramural Sports - Volleyball, Basketball, & Soccer
- YMCA before and after care partnership
- Regional Therapy
- Cargill Reading Program partnership
- School Counselor

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Teacher and Staff Information

The Human Resources Director determines the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

Summary of Teacher and Staff Professional Learning Opportunities

Professional Learning

The staff at Franklin Elementary attends one staff meeting and one professional development each month. These are facilitated by various staff members. Professional Development focuses on data, technology, social and emotional learning, and instruction. Staff development is also ongoing throughout the year and includes discussions between staff, PTA and administration. These discussions help to inform staff of the value of parental input and involvement. Our Franklin PD schedule has been shared with our elementary director and our teachers. In addition, a weekly newsletter goes out to Franklin Staff with at least one link for teachers to enhance their professional knowledge. This may include a web link, article, or video.

Summary of Teacher and Staff Coaching and Evaluation Model

Summary of Teacher and staff coaching and evaluation.

At Franklin Elementary we administer the NIET framework for our teacher evaluation. The NIET framework evaluates teacher skills, knowledge and responsibilities. Each teacher is administered 1 announced and 1 unannounced evaluation during the school year. The evaluation cycle consists of a pre-conference with the evaluator, the evaluation and post conference with the evaluator. During these cycles teachers are also given an opportunity to self evaluate their lesson.

Coaching

Our district teacher coaching framework is based on Jim Knight's coaching cycle. This cycle includes the following components: Identify, Learn and Improve. While Franklin does not currently have an instructional coach, coaching takes place with the principal and/or the district instructional coach. Teachers meet with the principal to determine an area of focus. Teachers decide their area of focus by using student data and teacher needs. During the Identify component of the cycle, the teacher and principal use this information and determine how the data for this goal will be collected and determine how the teacher will know they are successful in meeting the focus goal. A strategy is discussed during this meeting. The coach/principal will provide modeling, videos and other resources during the Learn component. The coach/principal will then observe the teacher implementing the strategy. After each observation, the teacher and coach/principal will analyze the data and determine if and what instructional

adjustments need to be made. When the focus goal is successfully mastered, the teacher may choose to work on another focus goal.

Summary of Key Family and Community Engagement Strategies

Parent/family involvement in the school is measured by parent/family participation in school conferences, meetings, and activities. Expectations for parent involvement are described are the school Parent Involvement Policy and the Home-School Contract, which will be sent home to every parent each year for input. Home-School Contracts will be signed during Open House and Parent/ Teacher Conferences. During open house, families are informed about Indiana State Standards, student performance, grade level expectations, class policies and procedures. Conferences are held twice a year, in November and February.

In addition, parents are invited to attend two family involvement nights, which take place in the evenings and feature both community partners, PTA, and academics. Parents are also encouraged to attend 2 side-by-side events (one Math, one ELA) during the year where they can sit in class with their child to see how class is run and learn alongside their child. During open house, and evening events, various community partners (such as the Hammond Public Library, MedWise, YMCA, Geminus, etc. are invited to attend and set up tables to provide resources for our families). Lastly, quarterly parent workshops will be offered on topics to help parents in helping their child(ren) succeed at school. This will be provided by the school counselor and/or principal.

Parents are also given SCH Parent/ Student Handbooks that described policies and procedures. School and classroom newsletters and websites keep families updated on current events and activities as well as providing resources. Written communication to parents is provided in English and Spanish. Parents will be included in reviewing and updating the School Improvement Plan; providing feedback to inform the development of new programs and to evaluate the school's current program.

Finally, Franklin has an actively involved PTA. Our PTA holds family events once a month which get families into our building. Franklin staff volunteer and help alongside the PTA to help raise funds for the school along with having fun with our Franklin Families. We also invited other members of the community to attend.

List of Community Partnerships

- Hammond Public Library
- Regional Mental Health
- Geminus
- YMCA
- MDWise
- Cargill
- United Way
- Horace Mann Insurance
- Strack & Van Til (Whiting)
- Purdue University Northwest
- Girl Scouts

IV. Identify focus areas

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

Looking at our ISTEP data from 2018-2019, our overall passing rate in Math was 49/149 = 32.88%, which was a decrease from the previous year by 12.87%. In ELA our passing rate was 43/149 = 28.85% which was a decrease of 25.39% from the previous year. This is due largely to switching from ISTEP+ to ILEARN. The overall passing rate from the state, in most areas was under 50%

In analyzing our NWEA data, in Math, all grade levels are struggling with number sense and computation. We will be focusing on those 2 areas this year. As they progress in the foundational skills, this should eventually improve the other areas as well.

For ELA, all grade levels are struggling with reading foundations/nonfiction. This school year we will be focusing on those areas. As we build those foundational skills students are lacking, this should eventually improve other areas of ELA as well.

Spring ILEARN 2019 Results

	3rd Grade ELA	3rd Grade Math	4th Grade ELA	4th Grade Math	4th Grade Science	5th Grade ELA	5th Grade Math	5th Grade Soc.St.
Below Proficiency (DNP)	36% (17 students)	32% (15 students)	45% (24 students)	36% (19 students)	58% (31 students)	57% (28 students)	55% (27 students)	63% (31 students)
Approaching Proficiency (DNP)	28% (13 students)	23% (11 Students)	28% (15 students)	23% (12 students)	25% (13 students)	18% (9 students)	33% (16 students)	12% (6 students)
At Proficiency (Pass)	23% (11 Students)	30% (14 students)	15% (8 students)	34% (18 students)	9% (5 students)	18% (9 students)	6% (3 students)	14% (7 students)
Above Proficiency (Pass+)	13% (6 Students)	15% (7 students)	11% (6 students)	8% (4 students)	8% (4 students)	6% (3 Students)	6% (3 students)	10% (5 students)
Percent Proficient	36% (17 Students)	45% (21 students)	26% (14 students)	42% (22 students)	17% (9 students)	24% (12 students)	12% (6 students)	24% (12 students)

NWEA Data Spring 2019:
Math - Percentage of Students in Low/Low Avg. performance areas:

Skill Area	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Number Sense	45%	65%	25%	51%	54%	78%
Computation	21%	61%	31%	57%	58%	67%
Algebraic Thinking	36%	80%	39%	55%	63%	67%
Geometry	36%	67%	29%	45%	52%	70%
Measurement	48%	62%	43%	49%	56%	61%

Data/Statistics	N/A	N/A	N/A	49%	69%	77%
Overall Math Performance (students in low/low avg. range)	36%	23%	25%	54%	57%	75%

ELA - Percentage of Students in Low/Low Avg. performance areas:

Skill Area	**Kindergarten**	**1st Grade**	**2nd Grade**
Foundations	39%	62%	31%
Literature & Non Fiction	48%	50%	43%
Vocabulary	42%	64%	40%
Writing	45%	64%	36%
Overall ELA Performance(students in low/low avg. range)	48%	67%	36%

Skill Area	3rd Grade	4th Grade	5th Grade
Literature	43%	64%	57%
Nonfiction	49%	72%	63%
Vocabulary	42%	55%	60%
Overall ELA Performance (students in low/low avg. range)	38%	49%	59%

Description of the Gaps Identified between the Vision of Excellence and School Profile

Franklin's mission is to provide a learning environment that develops productive and responsible students who are lifelong learners. In order for our students to become productive and responsible citizens as they grow up, they have to be able to read and have basic skills. Students are coming into school lacking basic social skills, fine motor skills, and even basic academic skills that students once had when entering kindergarten. The neighborhood has changed and there are no longer any preschools in our direct area which has also affected the academic levels of students entering Franklin. With such a diverse student population this offers many challenges, especially academically to catch them up, especially in reading.
This gap has directly impacted Franklin's ILEARN and NWEA scores.

Description of Focus Area 1

According to the data, we need to build a stronger reading foundation in the primary grades so that it transfers over to the literature skills in the intermediate grades. There is not a consistent way that Franklin teachers reading

across grade levels. The materials that are used across the building are also not consistent. The district does not currently have a strong reading curriculum that fosters a strong reading foundation.
All grade levels currently implement independent reading with conferring with fidelity but it is not enough for building those foundational reading skills. The CNA team believes because of these reasons, this is why we are lacking those foundational skills beginning in the primary grades and then continues on upward. Teachers will focus one day on a reteach and enrich, where they can work with students in small groups, based upon their skill need to help begin bridging those gaps.

Description of Focus Area 2

According to our data, we are beginning to build our number sense and computation skills. However, building problem solving skills in math, using critical thinking, problem solving, and higher level thinking is still a weakness. The CNA team determined that teachers need to implement the standards for mathematical practice on a regular basis to incorporate more problem solving/thinking on a regular basis. In addition, by incorporating more STEM activities, students will be able to develop a deeper level of problem solving skills. Teachers will focus one day on a reteach and enrich, where they can work with students in small groups, based upon their skill need to help begin bridging those gaps.

Description of Focus Area 3

21st Century Skills/Lifelong Learners/Family Involvement
According to our mission and vision, Franklin is to provide a learning environment that develops productive and responsible students who are lifelong learners. According to classroom data, students do not always transfer over classroom skills to everyday life. We want students to be able to be college and career ready and have the skills necessary to succeed in life. In addition, students are also lacking basic coping and social skills. This hinders student learning, which then affects their ability to be college and career ready.
In order for proper development to take place, we need to address Social/Emotional needs as well as, families to also be more involved and educating our parents/families.

V.   Collect additional data on focus areas

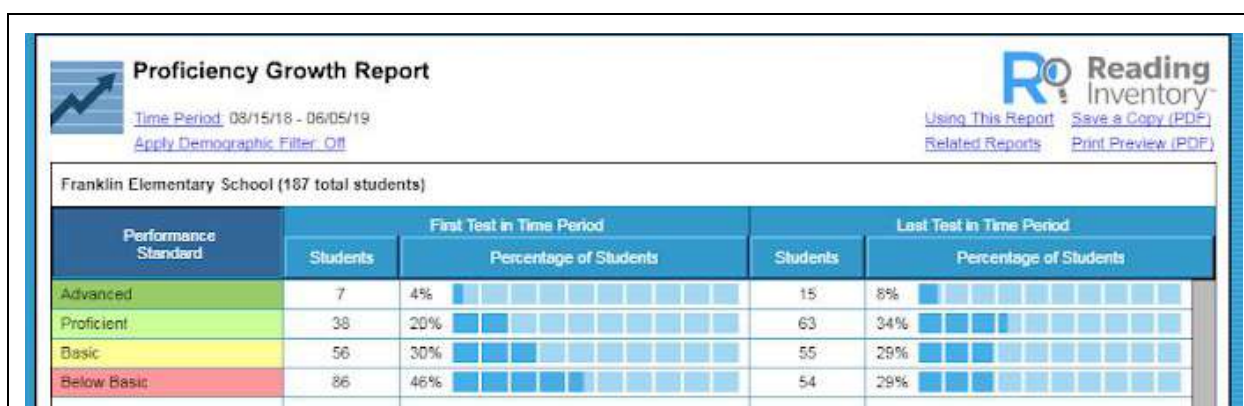## Additional Data Sources Collected

Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.

Additional Data Collected for Focus Area 1

Description of additional data collected for focus area 1:
- NWEA Data (see charts above)
- SRI Data

Growth For 18-19 School Year:

Proficiency Growth Report

Time Period: 08/15/18 - 06/05/19
Apply Demographic Filter: Off

Using This Report Save a Copy (PDF)
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R: Reading Inventory

Franklin Elementary School (187 total students)

Performance Standard	First Test in Time Period		Last Test in Time Period	
	Students	Percentage of Students	Students	Percentage of Students
Advanced	7	4%	15	8%
Proficient	38	20%	63	34%
Basic	56	30%	55	29%
Below Basic	86	46%	54	29%

Grades 3-5 take the Lexile test to measure their reading level. The table above shows how many students were in each area on the 1st test (taken in August) to the averages on the 3rd test (taken in May). We moved almost half of the students that were below basic to basic and above. This means students could read, at least at a basic level, if not becoming proficient and beyond at reading, as measured by the SRI assessment.

Additional Data Collected for Focus Area 2

Description of additional data collected for this focus area 2:
- NWEA (see chart above)
- Moby Max
- Exact Path

Provide links to the additional data and/or key takeaways from data collected for this focus area:

Moby Max
- School wide we used moby max as math goals. Students used the "fact fluency" section to increase computation skills. Students practiced this on their own and/or during math stations in class. We saw in increase in retention in computation skills. We will be continuing to use this for computation.
- However, we still need to focus on problem solving skills.
- To help with test preparation, teachers can utilize the "test prep" session during stations as supplemental material.

Exact Path

Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:
Family and Community Involvement
Engage families and the community in meaningful ways in their children's education are designed, implemented, and evaluated. Families and the community have multiple ways of staying informed of their children's learning progress. In addition, staff will be implementing social emotional competencies to increase academic achievement and decrease disciplinary infractions.

Provide links to the additional data and/or key takeaways from data collected for this focus area:
- Survey results – Title One End of Year parent survey
- Volunteer program with a variety of options for participation
- List of varied activities and communication modes with families and the community - class dojo, email, family nights, open house, eLearning/conference days, monthly calendars, monthly newsletters, Facebook, Twitter, Franklin Website, online access to grades and report cards, PTA

- Calendar outlining when and how families are provided information
- Calendar outlining when and how families are provided information on child's progress.
- SEL: Use of discipline data to see if implementing social emotional competencies and the use of our school counselor directly impact the students behavior.

Summary of Stakeholder Feedback Data			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Staff/Parents	Title I Compacts, Sign-In Sheets	See Chart	*https://docs.google.com/spreadsheets/d/10IH9-_pJIZOBZqNzi2CbqF7PvO1Bw3r2HZl6eqNTqV0/edit?usp=sharing*
Teachers/Staff	Indiana TELL Survey	95.45% of staff	https://drive.google.com/file/d/1GIbz7mWn6z9_HMpfmu7w_kE6tq0vTf2o/view?usp=sharing
Parents	Title I Family Survey	113 surveys returned	-While overall parents feel the school is doing a great job overall, they do not know how to volunteer in the school. They do not feel that they have been invited to participate on committees and when they do participate, they do not feel appreciated. They also do not feel that that their skills and talents are being matched to volunteer opportunities. While most of these areas still were above 50%, these were still our lowest scoring areas on the survey.

VI. Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes

Note: Adjust the table as needed.

Focus Area 1

Conclusions from data quality check for Focus Area 1:
- The CNA team feels the ILEARN data, NWEA data, and SRI data is adequate to inform focus area 1.
- Desired additional data sources to take into account for next school year: classroom formative assessment results.

Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):

According to the data, we need to build a stronger reading foundation in the primary grades so that it transfers over to the literature skills in the intermediate grades. There is not a consistent way that Franklin teachers reading across grade levels. The materials that are used across the building are also not consistent. The district does not currently have a strong reading curriculum that fosters a strong reading foundation.

All grade levels currently implement independent reading with conferring with fidelity but it is not enough for building those foundational reading skills. The CNA team believes because of these reasons, this is why we are lacking those foundational skills beginning in the primary grades and then continues on upward.

Looking deeper at the results, our hispanic population has the biggest struggle in this area. Therefore, we need to focus on this subgroup the most.

Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
While teachers use daily assessments to inform instruction, we do not come together as a staff to discuss results and work together to find common solutions.	Dedicate monthly PD to data analysis of classroom data and finding solutions to common pitfalls instead of leaving it up to the individual grade levels to figure out.	See data from ILEARN/NWEA/SRI
On our Indiana TELL Survey, the question where teachers on a scale had to "strongly agree to strongly disagree" for the statement "Professional development depends teachers content knowledge" was at a 68.4% for 2 years in a row.	By having more meaningful professional development, that's data driven (see above goal), teachers will have professional development that depends their content knowledge, that's aligned to our school goal and helps students become more successful.	https://drive.google.com/file/d/1GIbz7mWn6z9_HMpfmu7w_kE6tq0vTf2o/view?usp=sharing

Focus Area 2

Conclusions from data quality check for Focus Area 2:
- The CNA team feels the ILEARN data, NWEA data, Moby Max, and Ascend Math Data is adequate to inform focus area 1.
- Desired additional data sources to take into account for next school year: classroom formative assessment results.

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

According to our data, we are beginning to build our number sense and computation skills. However, building

problem solving skills in math, using critical thinking, problem solving, and higher level thinking is still a weakness. The CNA team determined that teachers need to implement the standards for mathematical practice on a regular basis to incorporate more problem solving/thinking on a regular basis. In addition, by incorporating more STEM activities, students will be able to develop a deeper level of problem solving skills.

Looking deeper at the results, our hispanic population has the biggest struggle in this area. Therefore, we need to focus on this subgroup the most.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
While teachers use daily assessments to inform instruction, we do not come together as a staff to discuss results and work together to find common solutions.	Dedicate monthly PD to data analysis of classroom data and finding solutions to common pitfalls instead of leaving it up to the individual grade levels to figure out.	See data from ISTEP/NWEA/Moby Max/Ascend Math
On our Indiana TELL Survey, the question where teachers on a scale had to "strongly agree to strongly disagree" for the statement "Professional development depends teachers content knowledge" was at a 68.4% for 2 years in a row.	By having more meaningful professional development, that's data driven (see above goal), teachers will have professional development that depends their content knowledge, that's aligned to our school goal and helps students become more successful.	https://drive.google.com/file/d/1GIbz7mWn6z9_HMpfmu7w_kE6tq0vTf2o/view?usp=sharing

Focus Area 3

Conclusions from data quality check for Focus Area 3:
- Compacts, sign in sheets, Title I Family Survey
- Discipline Data

Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):

21st Century Skills/Lifelong Learners/Family Involvement

According to our mission and vision, Franklin is to provide a learning environment that develops productive and responsible students who are lifelong learners. According to classroom data, students do not always transfer over classroom skills to everyday life. We want students to be able to be college and career ready and have the skills necessary to succeed in life.

In order for this to take place, we need families to also be more involved. This also means for us to help educate our parents/families.

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
On our Indiana TELL Survey, the question where teachers on a scale had to "strongly agree to strongly disagree" for the statement "Parents/guardians are influential decision makers in this school",	We need to work with our parents at being more involved with our school and making decisions in the school. Parents come to family nights and fun events but not as many conferences and items when it	https://drive.google.com/file/d/1GIbz7mWn6z9_HMpfmu7w_kE6tq0vTf2o/view?usp=sharing

teachers only agreed 44.4% and with the statement "Parents/guardians support teachers contributing to their success with students", staff only agreed 65%.	comes to academics. We need to work with our PTA and other community partners to make sure school is a non-threatening environment for parents in the academic setting.	
Looking at our discipline data, we had 242 infractions last year. Over half of those infractions were from 12 students.	We need to focus on our "frequent flyer" students. This will be done with adult/staff mentors in the building, meeting with the counselor, and the staff analyzing discipline data monthly to identify problems and develop solutions.	https://docs.google.com/spreadsheets/d/1PpW7G0teaPEWd2PMasGn4QowWHgIHk5W6Xoc0xxcvkE/edit?usp=sharing

School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use this link to access a template for the School Profile.*

<u>Phases</u>

    I.   Form a School Improvement Plan development team

    II.   Review focus areas, key findings, and root causes

    III.   Describe the school's core components to identify opportunities to address focus areas

    IV.   Select evidence-based interventions that address the school's focus areas

    V.   Design a professional development plan

    VI.   Develop a roadmap to guide implementation of the school improvement plan

I.   Form a School Improvement Plan development team

SIP Development Team Members		
Note: Add or subtract rows as needed.		
Name	Stakeholder Group(s)	Role(s)
Regina Ellis	Administrator	Principal
Tim Scoleri	Teacher	Kindergarten/Family Involvement Coordinator
Kathy Coyle	Teacher	Special Education
Patricia Barnes	Teacher	1st Grade
Jason Jendreas	Teacher	2nd Grade
Frances Majchrowicz	Teacher	2nd Grade
Robin Bellamy	Teacher	4th Grade
Nicole Partain	Aide	Media Specialist
Celina Garcia	Parent	PTA President/Parent
Leslie Martinez	Teacher	3rd Grade
Lindsay Palko	Teacher	3rd Grade
Aimee Fausto	Teacher	5th Grade
Mary Brough	Teacher	1st Grade

Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.

CNA Planning Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Regina Ellis	Administrator	Principal
Tim Scoleri	Teacher	Kindergarten/Family Involvement Coordinator
Kathy Coyle	Teacher	Special Education
Patricia Barnes	Teacher	1st Grade
Jason Jendreas	Teacher	2nd Grade
Frances Majchrowicz	Teacher	2nd Grade
Robin Bellamy	Teacher	4th Grade
Nicole Partain	Aide	Media Specialist
Celina Garcia	Parent	PTA President/Parent
Leslie Martinez	Teacher	3rd Grade
Lindsay Palko	Teacher	3rd Grade
Aimee Fausto	Teacher	5th Grade
Mary Brough	Teacher	1st Grade

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.

Committee's Domain of Study: Safe Learning Environment		
Name	Stakeholder Group(s)	Role(s)
Regina Ellis	Administrator	Principal
Nicole Dunn	Teacher	Kindergarten

Committee's Domain of Study: Curriculum		
Name	Stakeholder Group(s)	Role(s)
Aimee Fausto	Teacher	5th Grade
Mary Brough	Teacher	1st Grade
Kathy Coyle	Teacher	Special Education

Committee's Domain of Study: Assessment		
Name	**Stakeholder Group(s)**	**Role(s)**
Kari Tolliver	Teacher	5th Grade
Leslie Martinez	Teacher	3rd Grade

Committee's Domain of Study: Instruction		
Name	**Stakeholder Group(s)**	**Role(s)**
Brian Demantes	Teacher	4th Grade
Lindsay Palko	Teacher	3rd Grade

Committee's Domain of Study: Cultural Competency		
Name	**Stakeholder Group(s)**	**Role(s)**
Robin Bellamy	Teacher	4th Grade
Patricia Barnes	Teacher	1st Grade
Frances Majchrowicz	Teacher	2nd Grade

Committee's Domain of Study: Family Engagement		
Name	**Stakeholder Group(s)**	**Role(s)**
Tim Scoleri	Teacher	Kindergarten/Family Involvement Coordinator
Celina Garcia	Parent	PTA President/Parent
Raquel Aranda	Teacher	Language Development

Committee's Domain of Study: Technology		
Name	**Stakeholder Group(s)**	**Role(s)**
Nicole Partain	Aide	Media Specialist
Jason Jendreas	Teacher	2nd Grade

II. Review focus areas, key findings, and root causes

If you <u>did not</u> complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See <u>CNA Phase 6</u> for resources that can help you identify these focus areas.

If you <u>did</u> complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1	
Description of Focus Area 1: *(Click here to return to the description of Focus Area 1 from the CNA)*	
Modified Description of Focus Area 1: According to the data, we need to build a stronger reading foundation in the primary grades so that it transfers over to the literature skills in the intermediate grades. There is not a consistent way that Franklin teachers reading across grade levels. The materials that are used across the building are also not consistent. The district does not currently have a strong reading curriculum that fosters a strong reading foundation. All grade levels currently implement independent reading with conferring with fidelity but it is not enough for building those foundational reading skills. The CNA team believes because of these reasons, this is why we are lacking those foundational skills beginning in the primary grades and then continues on upward. Looking deeper at the results, our hispanic population has the biggest struggle in this area. Therefore, we need to focus on this subgroup the most.	
Description of key findings for Focus Area 1 (strength or area for growth)	**Root causes for key findings from Focus Area 1**
(Click here to return to the description of key findings for Focus Area 1 from the CNA)	*(Click here to return to the root causes for Focus Area 1's key findings from the CNA)*
Modified description of key findings for Focus Area 1 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
Modification Not Needed	Modification Not Needed

Review of Focus Area 2
Description of Focus Area 2:

(Click here to return to the description of Focus Area 2 from the CNA)

Modified Description of Focus Area 2:
According to our data, we are beginning to build our number sense and computation skills. However, building problem solving skills in math, using critical thinking, problem solving, and higher level thinking is still a weakness. The CNA team determined that teachers need to implement the standards for mathematical practice on a regular basis to incorporate more problem solving/thinking on a regular basis. In addition, by incorporating more STEM activities, students will be able to develop a deeper level of problem solving skills.
Looking deeper at the results, our hispanic population has the biggest struggle in this area. Therefore, we need to focus on this subgroup the most.

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
(Click here to return to the description of key findings for Focus Area 2 from the CNA)	*(Click here to return to the root causes for Focus Area 2's key findings from the CNA)*
Modified description of key findings for Focus Area 2 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
Modification Not Needed	Modification not Needed

Review of Focus Area 3

Description of Focus Area 3:

(Click here to return to the description of Focus Area 3 from the CNA)

Modified Description of Focus Area 3:
21st Century Skills/Lifelong Learners/Family Involvement
According to our mission and vision, Franklin is to provide a learning environment that develops productive and responsible students who are lifelong learners. According to classroom data, students do not always transfer over classroom skills to everyday life. We want students to be able to be college and career ready and have the skills necessary to succeed in life.
In order for this to take place, we need families to also be more involved. This also means for us to help educate our parents/families.

Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3
(Click here to return to the description of key findings for Focus Area 3 from the CNA)	*(Click here to return to the root causes for Focus Area 3's key findings from the CNA)*

Modified description of key findings for Focus Area 3 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
Modification Not Needed	Modification Not Needed

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment
1. How will the school maintain a safe and disciplined learning environment for students and teachers? 2. How will the school ensure clear expectations are communicated to students? 3. How will the school create an environment in which there is genuine respect for students and a belief in their capability? 4. How will the school utilize a multi-pronged approach 5. h including early intervention and positive behavior support to create a safe learning environment?
Franklin will maintain a safe and disciplined learning environment for students and teachers by following the safety protocol set forth in the Staff Handbook that is located in each classroom and also in Google Drive. Within our building, we have a Crisis Team made up of trained staff members. The Crisis Team is trained in through the Crisis Prevention Institute (CPI) in non-violent crisis intervention strategies. Fire drills, active shooter drills, severe weather drills, and lockdown drills are practiced on a regularly scheduled basis. Evacuation plans for students are in place to provide a safe evacuation. Franklin has been equipped with an Automated External Defibrillator (AED), which is located in the hallway between the main office and the gym. All staff are trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device. The building plan is a part of the corporation safety plan which is updated yearly or as needed. Franklin has developed a plan, which follows the PBIS format. Our school has established common expectations for our students with RRS: being respectful, responsible and safe. All expectations are taught and demonstrated explicitly during the first 20 days of school, and are practiced and reviewed on a daily basis throughout the school year. Students are recognized for demonstrating these expectations with the use of a Patriot ticket. Patriot tickets were developed to help encourage students to follow RRS and help them to continue to grow and continue to contribute to a respectful and safe learning environment.

Gap Analysis: Safe Learning Environment	
How will the school's plan for fostering a	In what ways does the school's plan for

safe learning environment also help the school address its focus areas?	fostering a safe learning environment *not* help the school address its focus areas?
For Focus Area 1: A healthy school climate and culture is fostered by the safe learning environment established. When students and staff feel safe, they can focus on learning.	For Focus Area 1: N/A
For Focus Area 2: A healthy school climate and culture is fostered by the safe learning environment established. When students and staff feel safe, they can focus on learning.	For Focus Area 2: N/A
For Focus Area 3: A healthy school climate and culture is fostered by the safe learning environment established. When families feel safe, they can focus on their children learning and feel welcome at school.	For Focus Area 3: N/A

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
    - A description of the school's curriculum review and adoption process;
    - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
    - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
    - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

Language Arts
Franklin Elementary School adopted the Benchmarks reading program. Best practice strategies are woven into the literacy practices of Benchmarks. Phonics, grammar, writing, and vocabulary are integrated into the Benchmarks program. Grade level teachers supplement materials using Indiana state standards as a guide. Grades K - 1 use Fountas and Pinnell Reading Running Records to determine students' reading levels. Grades 2 - 5 use the SRI reading inventory to determine students' reading level. Grades 2 - 5 use Reading Counts to monitor reading comprehension.

Title I funded programming in the Kindergarten through 5th grade is provided. Kindergarten students access a full day utilizing elements from the Benchmarks program. Title I reading intervention for students who struggle with literacy learning in Kindergarten through grade three is provided via small groups. Grades 4 - 5 students receive intervention on an as needed basis.

Red dot books are available at Franklin Elementary with online quizzes through Scholastic Reading Counts for all students in grades K-five. Students are matched with books according to their individual reading Lexile range. Students in grades K - 2 read for an average of 20 minutes a day choosing books of their choice. Students in

grades 3 - 5 read for an average of 30 minutes a day choosing books of their choice. All students receive a nightly reading log to complete after reading at home. Mobymax will be utilized along with other IDOE resources to supplement the curriculum and give students specific instruction on skills that were areas of weakness for them.

All students in kindergarten through 5th grade, will participate in a least a 90 minute reading block. Additional literacy groups for struggling readers will be provided for students performing below reading level to give these students a "double dose" of reading instruction. Literacy groups will provide additional time for guided reading in a small group setting. The main focus for literacy groups will be comprehension strategies. Additional practice on working with words and writing will be utilized as well. Instruction will be based on an individual student's fluent reading level.

Mathematics
Everyday Math is the adopted math curriculum for kindergarten through fourth grade. 5th grade teachers will be piloting a new math program, Envision 2.0. Mobymax and Ascend will be utilized as a support resource in K-fifth grade. Teachers supplement instruction of specific math standards from the curriculum map with various resources and manipulatives.

Social Studies
Franklin Elementary adopted the Pearson Social Studies curriculum. This standards based program used at least three times a week in grades K-2 and at least four times a week in grades 3 - 5. Supplemental materials are used by grade levels as needed to address state standards and local benchmarks in grades K-5.

Science
Science standards are integrated through ELA for grades K-5. Grade level teachers use standards based materials to support the instruction of the Indiana Science standards. STEM activities are taught once a week to grades K-5. The curriculum is aligned to Indiana's Academic Standards for Science. The science resources provide a hands-on, problem-solving approach science curriculum to all students K-5.

Gap Analysis: Curriculum	
How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources *not* help the school address its focus areas?
For Focus Area 1: The curriculum used focuses on decoding and comprehension strategies to help students make meaning of what they read.	For Focus Area 1: The curriculum used does not provide enough remedial practice for those struggling readers. Teachers must supplement materials to meet the needs of struggling students.
For Focus Area 2: The curriculum provides a spiral curriculum that allows students to use the taught problem solving strategies.	For Focus Area 2: The curriculum introduces too many new topics each lesson. Students are unable to master a skill before having to move on to a new one.
For Focus Area 3: The curriculum is demonstrated to parents and guardians during Franklin's side by sides and Reading and Math nights.	For Focus Area 3: There is not a strong technology component to Everyday Math.

Description of Core Component: Assessment
1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:

- A description of the school's interim assessments, including the frequency with which they will be administered;
- A brief rationale for using these interim assessments;
- A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
- A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
- A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

District Wide Assessment

ILEARN assessments measure the academic performance of students in Language Arts, Mathematics, and Science/Social Studies. In addition to individual student data, ILEARN student results are used as primary performance indicators for continuous school improvement.

IREAD assessment measures academic performance in reading of students in third grade. Students' results are used to determine students who need further remediation in the area of reading.

NWEA/MAP assessments are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.

Formative Assessments:

NWEA/MAP assessments are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.

SRI assessment is a computer based reading assessment that measures growth in reading comprehension. Assessment is adaptive and given four times a year. Results are used to group students for further instruction.

Reading Running Records are given in K-2 grades four times a year. Results are used to group students for further instruction and to identify students for the RTI program.

Exact Path is a Web-based, artificially intelligent assessment and learning system. The program can be used both at school and at home.

Gap Analysis: Assessment	
How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan *not* help the school address its focus areas?
For Focus Area 1: Summative and formative assessments provide yearly and quarterly data that can be used to inform instruction and identify students for RTI and remediation.	For Focus Area 1: Formative assessments and the resulting data are limited and inadequate.

For Focus Area 2: Summative and formative assessments provide yearly and quarterly data that can be used to inform instruction and group students in the classroom.	For Focus Area 2: Formative assessments and the resulting data are limited and inadequate.
For Focus Area 3: The plan needs to move towards a project based assessments for more authentic learning which will led students to more authentic 21st century skills.	For Focus Area 3: We are not adequately encouraging alternative project based assessments that are engaging and address upper levels of DOK. Teachers are still using traditional forms of assessment and this has contributed to a lack of student engagement.

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant student engagement?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at all Depth of Knowledge levels?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

-Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
-Culturally, teachers make sure that they are speaking at an appropriate pace for all students, watching their mannerisms, facial expressions, etc. to make sure we are being culturally sensitive.
-Teachers use instructional strategies and response strategies that actively engage and meet student learning needs. Teachers purposely plan various questions levels with the DOK in mind, along with the variety activities at the various levels.
-Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction. This is done by daily exit slips to help monitor instruction.
-Teachers demonstrate necessary content knowledge, as measured by walk throughs and the NIET evaluation rubric.
-Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
-Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice. Teachers differentiate needs for each student both low and high, based upon their academic needs so they are able to be successful in the classroom. They ensure students are challenged and are able to grow. They meet students where they are and ensure students grow.

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction *not* help the school address its focus areas?

For Focus Area 1: By having laser focused learning objectives, multiple ways to check for understanding, and high expectations, students will be able to show growth and close the achievement gap in reading foundations in all grade levels.	For Focus Area 1: While instruction is strong, much of what we have for reading is not being done with fidelity.
For Focus Area 2: By having laser focused learning objectives, multiple ways to check for understanding, and high expectations, students will be able to show growth and close the achievement gap in problem solving for math in all grade levels.	For Focus Area 2: While instruction is strong, much of what we have for reading is not being done with fidelity.
For Focus Area 3: By having laser focused learning objectives, multiple ways to check for understanding, and high expectations, students will be able to show growth and close the achievement gap in providing students what they need to grow in 21st century skills.	For Focus Area 3: While instruction is strong, we need to continue to work on building 21st century skills. This is also not done with fidelity across the school. Parent involvement across the school is also not consistent.

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
● A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
● A description of how teachers and staff will learn about students' cultures;
● A description of how teachers and staff will utilize resources in the students' communities;
● A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
● A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

Franklin Elementary staff has identified the racial, ethnic, language minority, exceptional learning and social economic groups that are included in our student population. Targeted Groups for the 2019-20 school year are:

•Hispanic students

Strategies for meeting the needs of our identified subgroups are:
 -Response to Intervention Tiered Approach to Instruction.
 -Staff will read articles pertinent to targeted subgroups to provide awareness of appropriate strategies.
-Staff members are presented with research findings when appropriate; to support the staff in new learning to develop teaching strategies to meet Franklin's identified subgroups.
-Adhering to the SIOP model
-Addressing Social/Emotional needs through the implementation for the SEL competencies and/or use of school counselor

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan *not* help the school address its focus areas?
For Focus Area 1: The cultural competency plan will aid in meeting the individual needs of all learners. Staff members will provide high-interest reading and instructional materials, exposing learners to various cultures and customs. Some examples are: Books of many cultures Current events text and Flocabulary videos	For Focus Area 1: The emphasis on cultures and customs could possibly take away from standards-based instruction.
For Focus Area 2: The cultural competency plan will aid in meeting the individual needs of all learners. Staff members will provide high-interest problem solving opportunities, exposing learners to various cultures and customs.	For Focus Area 2: The emphasis on cultures and customs could possibly take away from standards-based instruction.
For Focus Area 3: The cultural competency plan will aid in meeting the individual needs of all learners. Staff members will provide high-interest exposure to technology and STEM activities, as well as opportunities for families to be involved in these activities. Some examples are: Family Reading and Math nights Side-by-Side with parents PTA Movie Nights STI training for parents IREAD and ILEARN informational meetings	For Focus Area 3: N/A

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Our school has a designated family involvement facilitator who oversees the implementation of two parent side by sides, two rounds of parent-teacher conferences, and coordinates at least two family nights per year. We also have implemented an attendance club to help our students who are frequently absent to come after school and catch up on instruction they have missed.

We also have an annual Title I meeting that we include in which parents are provided with a copy of our Family Involvement policy and our Family Compact. At the beginning of the year we also have grade level curriculum meetings in which our teachers provide information to their parents about that grade level curriculum.

To help promote family involvement we work with our PTA and various community partners such as Cargill, Hammond Public Library, Girl Scouts, Geminus Corp, etc. We offer a mix of academic events and events for families to have a fun night out. We offer family reading, math, and STEM nights, Trunk or treat, A Night with Santa, 5K's, etc. We also offer academic clubs to our students, which we encourage our parents to support and attend those events. Those clubs include Science Olympiad, Lego Robotics, Chess, etc. With our academic clubs and our various PTA events we have something for families to be involved in each month throughout the school year.

We have monthly PTA meetings that parents are invited to attend and express any concerns or suggest ideas for current or new school events. At the end of each year we create a survey for our parents about our school's friendliness and service that is sent home with each student. We take those survey responses and compile the data, and then analyze how we can improve. We also use the app Class Dojo school wide, so parents can contact any teacher or administrator when they have a concern or question about something.

We have several means in which we communicate information to our families. We use the app Class Dojo to make announcements to the whole school or individual classes. We send home a monthly school calendar that lists all of our school activities for the month. We use various social media sites like Facebook and Twitter to post announcements. Our PTA sends out a monthly newsletter and posts information on their Facebook page. We send out automated phone call reminders to our whole school for important events. Parents can also access information about their student's progress through our parent information system called Chalkable.

Our staff attends professional development during the year that focuses on cultural sensitivity and awareness. Our school corporation contracted consultants to help provide this PD. Every year our staff watches training videos to provide us with a better understanding of different viewpoints of our family members. At every staff meeting time is set aside for the family involvement facilitator to speak about upcoming PTA and school events and inform staff of any concerns from parents or the community.

Gap Analysis: Family Engagement	
How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan *not* help the school address its focus areas?
For Focus Area 1: The family engagement plan encourages families to be active participants in their child's education. Parents have the opportunities to visit their child's classroom during reading instruction and come learn about reading activities in the evening during reading night.	For Focus Area 1: The plan only has 2 specific opportunities for parents to come in. The plan fails to communicate the parents are welcome to come in whenever they would like and are welcome to schedule that with their child's teacher.

For Focus Area 2:	For Focus Area 2:
The family engagement plan encourages families to be active participants in their child's education. Parents have the opportunities to visit their child's classroom during math instruction and come learn about reading activities in the evening during math night.	The plan only has 2 specific opportunities for parents to come in. The plan fails to communicate the parents are welcome to come in whenever they would like and are welcome to schedule that with their child's teacher.
For Focus Area 3:	For Focus Area 3:
The family engagement plan can be used to help teach parents about 21st skills their children will need in order to be successful.	While we have begun holding workshops for parents, the plan is not being done with fidelity and is not currently successful.

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

At Franklin Elementary we are using technology to enhance and support learning in the classroom by integrating technology into daily lessons. Franklin's vision is of a student centered, technology rich environment that has all the tools necessary to successfully work, teach and learn in order to create and communicate in the 21st Century. As we continue to prepare productive students, teachers will utilize technology to promote digital literacy, higher order thinking, problem solving and responsible digital citizenship.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan *not* help the school address its focus areas?
For Focus Area 1:	For Focus Area 1:
Our technology such as being a 1-1 Chromebook school, using websites such as MobyMax and Scholastic Reading and our Promethean Boards gives students a varying assortment of supports and engagements. This also gives teachers more tools to build our reading foundations to help bridge the gaps into intermediate literature.	Due to a lack of consistency of use and implementation across grade levels and a weak district wide technology curriculum, there are still many gaps to fill. We also don't have a strong plan to help teacher support teachers who are not proficient at using and integrating the technology daily.
For Focus Area 2:	For Focus Area 2:
Our technology such as being a 1-1 Chromebook school, using websites such as MobyMax and Learning.com and our Promethean Boards gives students a varying assortment of supports and engagements. This also gives teachers more tools to build math problem solving skill. Using Defined STEM offers new support for teachers to integrate STEM into their daily lessons.	Due to a lack of consistency of use and implementation across grade levels and a weak district wide technology curriculum, there are still many gaps to fill. We also don't have a strong plan to help teacher support teachers who are not proficient at using and integrating the technology daily.
For Focus Area 3:	For Focus Area 3:
Our technology such as being a 1-1 Chromebook school, use of websites and our Promethean Boards gives students a varying assortment of supports and engagements that they can use to transfer into real	The plan does not go into great detail in addressing how to consistently teach students to take classroom technology use and lessons and actually applying them on their own to everyday life.

world scenarios. Using Defined STEM offers new support for teachers to integrate STEM into their daily lessons that gives real world examples.	

Description of Core Component: Transition to Elementary School **(for elementary schools only)**

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school assist preschool students with the transition to elementary school?

Franklin Elementary does not currently have a pre-school program. There is also not a pre-school program in the Robertsdale neighborhood that directly services students going to Franklin. However, School City of Hammond does offer pre-school program that Franklin families can register for. Parents are responsible for transportation to and from those programs.

In the spring, we have a kindergarten pre-registration. Families are given information about the upcoming school year, introduced to the teachers and learn about required immunizations and other school procedures. STudents and families are able to sign up with the YMCA for before/after school care (if needed), be screened for speech, language development services, etc. Other community partners are available for parents as well. Kindergarten screening is conducted prior to the upcoming school year to access student abilities and readiness. Students are also given a free book and summer skills packet to continue working on their readiness skills prior to entering kindergarten.

All students registered for kindergarten are invited to attend a free jump start program before school starts to get acclimated to the building, classrooms, teachers, and routines and procedures. This program currently has run for 3 days, 2 hours per day and co-taught by both of Franklin's kindergarten teachers. The teachers teach students basic routines and procedures such as sitting in chairs, getting to work right away when they enter the room, expectations for sitting at the carpet, how to line up and walk in the hallway, restroom procedures, playground procedures, etc. This also gives students a chance to get used to not being with their parents for those 2 hours since the following week they are at school for a full day.

The night before school starts we have our back to school night where all families are invited to come to school, meet their teacher, see the classrooms, drop off their supplies so they feel comfortable coming to school the next day.

On the first day of school, for kindergarten students, parents may come in with their child, eat breakfast with their child, and stay the first 20 minutes of the day in the classroom with their child.

Gap Analysis: Transition to Elementary School	
How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports *not* help the school address its focus areas?
For Focus Area 1: The transition to elementary school supports help to ensure students arrive to kindergarten ready to learn.	For Focus Area 1: N/A
For Focus Area 2: The transition to elementary school supports help to ensure students arrive to kindergarten ready to learn.	For Focus Area 2: N/A
For Focus Area 3:	For Focus Area 3: N/A

The transition to elementary supports ensures the necessary skills are learned to adapt to new and changing environments.	

Description of Core Component: High School Graduation Supports **(for High Schools only)**
Note: For more information about Indiana's graduation pathways, please review this memo from the Indiana State Board of Education. 1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)? 2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum? 3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma? 4. How will all students be provided opportunities to demonstrate employability skills? 5. How will all students have an opportunity to complete a postsecondary readiness competency?

Gap Analysis: High School Graduation Supports	
How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports *not* help the school address its focus areas?
For Focus Area 1:	For Focus Area 1:
For Focus Area 2:	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1
Summarize the strategies from the core components in SIP Phase 3 that address this focus area: -Curriculum - curricular resources provide a foundation for tiered supports and interventions -Instruction - By using learning objectives, multiple instructional strategies, and frequent checks for understanding, this can be leveraged to improve instruction. -Technology offers opportunities to tiered supports, remediation, and greater opportunities for authentic and individualized learning.
Describe the key findings and root causes, if any, for this focus area that are ***not*** sufficiently addressed by these strategies from the core components: As a staff, we need to come together to share our data, define grade level strengths and weaknesses based upon formative and summative assessments so that we can better inform our instruction. This will provide teachers with a means to know what standards have been mastered and which standards need to be revisited. This will help increase students retention of content knowledge. In addition, teachers will be implementing a morning meeting to help address social/emotional needs, as well as, implementing the social emotional competencies throughout the day within their academic lessons.
Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components: Evidenced Based Intervention: In order to facilitate the use of formative assessments to better inform student mastery of ELA content and standards we will (1) establish procedures for analyzing and using the data to inform instruction, (2) provide teachers with professional development on how to use the data and follow established procedures, and (3) provide teachers with in classroom support and follow up feedback by observing in the classroom and working with teachers in observing their practice and analyzing student work. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Evidence-Based Interventions for Focus Area 2
Summarize the strategies from the core components in SIP Phase 3 that address this focus area: -Curriculum - curricular resources provide a foundation for tiered supports and interventions -Instruction - By using learning objectives, multiple instructional strategies, and frequent checks for understanding, this can be leveraged to improve instruction. -Technology offers opportunities to tiered supports, remediation, and greater opportunities for authentic and individualized learning
Describe the key findings and root causes, if any, for this focus area that are ***not*** sufficiently addressed by these strategies from the core components:

As a staff, we need to come together to share our data, define grade level strengths and weaknesses based upon formative and summative assessments so that we can better inform our instruction. This will provide teachers with a means to know what standards have been mastered and which standards need to be revisited. This will help increase students retention of content knowledge.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidenced Based Intervention:

In order to facilitate the use of formative assessments to better inform student mastery of Math content and standards we will (1) establish procedures for analyzing and using the data to inform instruction, (2) provide teachers with professional development on how to use the data and follow established procedures, and (3) provide teachers with in classroom support and follow up feedback by observing in the classroom and working with teachers in observing their practice and analyzing student work.

https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

-Safe Learning Environment - As we are teaching our students daily routines and procedures that are intended to keep them safe, we are also teaching them skills such as responsible, respectful, and safe. Students will be able to transfer these skills over to the workforce/21st century as they grow older. These are lifelong skills our children need.
-Cultural Competency - Our plan will help students develop the skills they need to live and work in our current and ever changing diverse world. We want our students to be respectful citizens in any environment they may encounter.
-Family Engagement - The family engagement plan can be used to engage parents in their child's skill development concerning 21st century skills and academic needs.
-Technology - We will continue to foster real world application of 21st technology skills that our students will need.

Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

We are not adequately measuring/testing our ability to develop students into lifelong learners in a 21st century world. Not all teachers are prioritizing teaching technology skills into their instructional plans. Therefore, students then are not adequately developing learning awareness, growth mindset, and ownership of their own learning. Since this is not being done with fidelity, we are starting to see gaps with technology skills depending on students current awareness of technology and which teachers are seeing it as a priority and which ones are not. In addition, teachers will be implementing a morning meeting to help address social/emotional needs, as well as, implementing the social emotional competencies throughout the day within their academic lessons.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidenced Based Intervention:

A utilize the current technology committee to (1) develop a plan of how teachers will implement technology and 21st century learning with fidelity (2) monitor productive use of technology and 21st century learning, and (3) provide professional development opportunities for teachers/staff to deepen their knowledge of teaching technology and/or 21st century skills to their students.

Brown, Christopher. Patterns of Innovation: Showcasing the Nation's Best in 21st Century Learning. Pearson Foundation & Partnership for 21st Century Skills.

V.   Design a professional development plan

Please complete this section of the SIP using this template, the template provided below, or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan		
Set Goals		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Increase Reading Foundation	Principal will provide PD
2	Increase Number Sense/computation	Principal will provide PD
3	Increase 21st century learning skills and family involvement, including social/emotional learning	Family involvement coordinator and PTA will provide learning opportunities for parents and community members, as well as staff throughout the year.
Professional Development Offerings		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Increase Reading Foundation	PD's will be offered monthly, as well as, articles in our monthly newsletter.

2	Increase Number Sense/computation	PD's will be offered monthly, as well as, articles in our monthly newsletter.
3	Increase 21st century learning skills and family involvement, including social/emotional learning	The PTA, technology liaison, and Title I family involvement coordinator will plan monthly events to support 21st century learning and involve parents in their child's academic success.

Professional Development Resources		
For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.		
PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Increase Reading Foundation	Articles on phonemic awareness, phonics and fluency. Support from the principal
2	Increase Number Sense/computation	Articles on ways to retain computation and number sense skills Support from the principal
3	Increase 21st century learning skills and family involvement, including social/emotional learning	Ideas on how to engage families from Title I facilitator meetings, Technology liaison meeting support; how to support families with SEL needs both in and out of school.

Professional Development Evaluation		
For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.		
PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Increase Reading Foundation	NWEA Scores in the area of Reading Foundations/Non-Fiction
2	Increase Number Sense/computation	NWEA Scores in the area of Math - Number Sense/Computation
3	Increase 21st century learning skills and	Parent Involvement Survey

	family involvement	

VI.   Develop a roadmap to guide implementation of the school improvement plan

Please complete this section of the SIP using this template or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 6.