

	ED-02401-06	TITLE I SCHOOLWIDE PROGRAM (SWP) APPLICATION AND PLAN School Year 2014-2015	DUE: 9/1/14
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GENERAL INFORMATION AND INSTRUCTIONS: The information on this report is a requirement of Public Law 107-110, the No Child Left Behind Act of 2001. All 10 components must be addressed in order to be considered. Please complete an application for each Title I SWP school and upload the document with the ESEA application. Contact Noemi Treviño at 651-582-8233 or noemi.trevino@state.mn.us.

I. Identification Information

Choose one and enter year.

Original planning year: 2010-2011	
Implementation year: 2014-2015	

Enter grade span for each level included in your plan.

Elementary School: Franklin Elementary School	Grades K through 5
Middle School:	
High School:	

District Name:	Anoka-Hennepin	District Number:	11
Superintendent Name:	David Law	Superintendent E-mail:	
School Name:	Franklin Elementary	School Number:	403
Principal:	Brian Erlandson	Principal E-mail:	
Telephone:	763-506-2601	Fax:	763-506-2603
Address:	215 West Main Street	City: Anoka	Zip: 55303

Enter current building-level student demographics by percentage of total.

American Indian:	2.16%
Asian:	5.29%
Black:	16.83%
Hispanic:	10.82%
White:	64.90%
Limited English Proficient:	17.55%
Special Education:	18.03%
Free or Reduced-Price Lunch:	61.30%

Title I Schoolwide Coordinator Name:	Eric Egstad, Director of Supplemental Programs
Coordinator E-mail:	Eric.Egstad@anoka.k12.mn.us
Coordinator Telephone:	763-506-1122
Coordinator Address:	2727 N. Ferry St
Coordinator City:	Anoka, MN
Coordinator Zip:	55303

II. General Information

1. Executive Summary of Schoolwide Program (SWP) Plan. Provide an overview of your school. Include enough information for the reader to become acquainted with the SWP plan.

Franklin Elementary is a K-5 elementary school in the Anoka-Hennepin School District. For the 2014-2015 school year, Franklin consists of the following:

- Three sections per grade level, K-5
- Diverse population as presented by percentage on previous page
- Many students and families live in rental properties
- Franklin is the most transient of the 24 elementary schools in the Anoka-Hennepin School District
- Along with the teaching faculty, Franklin has a full time mental health worker and social worker in support of increasing mental health, social and emotional needs of the Franklin community
- Franklin continues to implement staff development in support of ENVoY as a means of establishing a calm, consistent, and non-confrontational approach to student management
- ENVoY implemented to clarify expectations and create and maintain a positive learning environment
- All Franklin staff continue to work at teaching the behaviors needed to be successful in school via ENVoY as well as language related to restitution
- Continued focus and commitment to meeting the academic, social, emotional, and physical needs of all learners
- Focus on Guided Reading, Guided Math, small group and individualized instruction
- Strategic use of supplemental teachers to provide bursts of service to students identified as having needs in particular areas of learning
- Math Recovery Intervention Specialists (MRIS), Literacy Resource Teacher (LRT), and Academic Coach in support of providing on-going staff development to teachers, paraprofessionals, and other staff as applicable
- On-going/weekly Professional Learning Communities (PLCs) and built in collaboration times in support of teachers meeting to discuss student needs/progress
- Grade 4/5 looping in math and reading in support of collaboration for content areas and supportive/developmental relationships with students
- Continued reflection on four essential PLC question: 1. What do we want students to learn? 2. How do we know students have learned what we want them to? 3. What will we do for students who have learned what is intended? 4. What will we do for students who have not learned what was intended?
- Focus on flexible grouping, data collection, analysis and application to guide instruction
- Intentional with Franklin family engagement through fall bbq, math night, reading night, family fun night, arts and academic expo., conferences, monthly scheduled collaboration time set aside for writing post-cards to students/families, calling families, and/or communication via email
- Teacher communication to families monthly and/or weekly, monthly school news letter-both hard copy and electronic, parent-link phone calls
- Extended day programs to address specific learning strands aligned with state standards and district UbD documents
- Support of student and family needs with full time mental health worker, and school social worker
- Staff identify students to mentor in support of all students having one or more adults they may connect with at Franklin
- Additional classroom support and support of small group instruction via Bethel student teacher residents and additional staffing supported by supplemental paraprofessionals
- Continued collaboration with district pre-school program in support of kindergarten readiness

2. SWP Planning Team.

- a. List the names of people and programs represented in the development of this plan. There should be at least one participant from each of the following groups.

Parent Name(s)	Brandi Czyson Alicia Ekdahl	Parent Contact Information	612-978-2691 320-761-0665
Teacher Name(s)/Grade	Chris Lehman gr.1, Lori Harris, gr.4/5, Katie Jarvi,, Intern, Jillian Eckersen, K, Lynn Billett, Math Keely Lindgren, Reading	Teacher Contact Information	christine.lehman@anoka.k12.mn.us , lori.harris@anoka.k12.mn.us , katherine.jarvi@anoka.k12.mn.us , jillian.eckersen@anoka.k12.mn.us , lynn.billett@anoka.k12.mn.us , keely.lindgren@anoka.k12.mn.us
Community Member	Cindy Hitt, Ed. S., Teacher Education-Adjunct Faculty, Bethel University, Franklin Volunteer	Community Member Contact Information	612-670-0953, cjek@comcast.net

Other Staff Name(s)	Jeanne Bolstad, Supplemental Programs, Jeannemarie Johnson, Gr.5, Brandi Czyson, Gr.2, Michelle Lynum, Gr.3	Other Staff Contact Information	jeanne.bolstad@anoka.k12.mn.us , jeannemarie.johnson@anoka.k12.mn.us , brandi.czyson@anoka.k12.mn.us , michelle.lynum@anoka.k12.mn.us
Pupil Service Personnel Name(s)	Dr. Mary Wolverton, Associate Superintendent	Pupil Personnel Contact Information	mary.wolverton@anoka.k12.mn.us
Principal's Name	Brian Erlandson, Principal	Principal Contact Information	Brian.erlandson@anoka.k12.mn.us
Students Name(s) if secondary school program	Not applicable	Student Contact Information	
Program Administrator (Administrators of the programs that are to be consolidated in the SWP plan)	Eric Egstad, Director of Supplemental Programs	Program Administrator Contact Information	Eric.egstad@anoka.k12.mn.us
Technical Assistance Provider	Don Gawreluk	Provider Contact Information	donald.gawreluk@anoka.k12.mn.us
Additional Member Name and Role	Dr. Sharon Kramer, PLC Trainer Jacki Brickman, ENVoY	Additional Member Contact Information	847-436-8282 763-228-2556

b. How do all staff, parents, and community members provide input into the development, implementation, and evaluation of the SWP plan?	<p>Staff: weekly collaboration meetings, weekly PLC meetings, monthly Grade Level Teacher Leaders (GLTL) meetings, staff meetings</p> <p>Parents: monthly Parent Teacher Organization (PTO) meetings, academic/family nights/events, conferences, school-wide plan posted on website, Title 1 Parent Survey, verbal feedback via conversations</p> <p>Community: Continued work with Carol Hoopman, Volunteer Services Coordinator (VSC) and building volunteer opportunities and support from local business', churches, and other community organizations. Also, Tricia Josephs, Community Education Coordinator, works with Kiwanis and community organizations. Volunteers support student learning throughout the grades. A licensed mental health professional from Headway Therapy is housed in Franklin to support students and families. Note: For each of the groups mentioned, participants will have the opportunity to</p>
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<p>c. Describe the team's plan for communicating with the school and community.</p>	<p>Communication with school and community will take place the following ways:</p> <ul style="list-style-type: none">-Conferences, reading night/musical performance, math night/musical performance, fall BBQ to welcome students, families, community, family fun night, science/art/academic expo., monthly news letters via paper and electronic news, school web-site, school Facebook, phone blasts, school sign, teacher peek of the week, monthly post cards mailed to students, continued work via VSC and volunteers, track and field, continued efforts with translated text, visit families at their home as needed, individual phone calls, emails, conversations on site, weekly and monthly meetings with staff in support of school wide plan
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III. Ten Required Components

Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following 10 components. Please describe how the school will implement each of the components.

1. Comprehensive Needs Assessment

<p>a. Provide a brief description of your school including demographics of your school and community, academic achievement and other relevant information.</p> <p>Approximately 425-450 students, 2014-2015 projection of 450-460, high mobility, 2013-2014 61.3% free or reduced lunch, 18% sped, 17.5% ELL, increasing needs pertaining to mental health amongst students, families, and the community.</p> <p>Franklin Elementary Student Achievement: (Note – 2014 MCA data is not yet available to the public)</p> <p>Kindergarten:</p> <p>Reading: During the 2010-2011 school year Anoka-Hennepin adopted an end of year DRA benchmark of 4 for all kindergarten students.</p> <ul style="list-style-type: none"> • 2011: 42% of kindergarten students were at DRA 4 or above. • 2012: 27.8% of kindergarten students were at DRA 4 or above (space prevented us from providing Kindergarten Intervention two days per week for struggling students). • 2013: 66.7% of kindergarten students were at DRA 4 or above. • 2014: 56% of kindergarten students were at DRA 4 or above. <p>Mathematics: The benchmark for COM changed to 16 out of 17 for the 2013 school year.</p> <ul style="list-style-type: none"> • 2011: 37% of kindergarten students met or exceeded proficiency on Concepts of Math. • 2012: 57.6% of kindergarten students met or exceeded proficiency on Concepts of Math. • 2013: 83% of kindergarten students met or exceeded proficiency on Concepts of Math. An additional 4% were approaching. • 2014: 78.7% of kindergarten met or exceeded proficiency on Concepts of Math. <p>Grade 1:</p> <p>Reading: Anoka-Hennepin end of year benchmark for grade 1 is DRA 18.</p> <ul style="list-style-type: none"> • 2011: 66% of grade 1 students were at DRA 18 or above. (first year of ESL at Franklin) • 2012: 25.8% of grade 1 students were at DRA 18 or above (increased number of newcomers and beginners in ESL program). • 2013: 51.4% of grade 1 students were at DRA 18 or above. • 2014: 58.3% of grade 1 students were at DRA 18 or above. 	<p>Grade 3:</p> <p>Reading:</p> <ul style="list-style-type: none"> • 2011: 74.4% of grade 3 students met proficiency on MCA IIs in reading. 75.4% of white compared to 72.8% of black students were proficient. • 2012: 76.3% of grade 3 students met proficiency on MCA IIs in reading. 83.7% of white compared to 61.5% of black students were proficient. • 2013: 58.9% of grade 3 students met proficiency on MCA IIIs in reading. 59.2% of white compared to 63.2% of black students were proficient. • 2014: 40.26% of grade 3 students met proficiency on MCA IIIs in reading. 58.33% of black students compared to 44.23% of white students were proficient. <p>Mathematics:</p> <ul style="list-style-type: none"> • 2011: 66.7% of grade 3 students met proficiency on MCA IIIs in math. 73.7% of white compared to 33.4% of black students were proficient. (note that this was a change in tests, so year to year comparisons are not statistically significant) • 2012: 73.3% of grade 3 students met proficiency on MCA IIIs in math. 83.3% of white compared to 53.85% of black students were proficient. • 2013: 75.3% of grade 3 students met proficiency on MCA IIIs in math. 79.2% of white compared to 76.5% of black students were proficient. • 2014: 62.34% of grade 3 students met proficiency on MCA IIIs in math. 66.67% of black students compared to 71.15% of white students were proficient. <p>Grade 4:</p> <p>Reading:</p> <ul style="list-style-type: none"> • 2011: 84.7% of grade 4 students met proficiency on MCA IIs in reading. 89.7% of white compared to 66.6% of black students were proficient. • 2012: 69.8% of grade 4 students met proficiency on MCA IIs in reading. 70.3% of white compared to 63.6% of black students were proficient. • 2013: 67.3% of white compared to 38.5% of black students were proficient. • 2014: 55% of grade 4 students met proficiency on MCA IIIs in reading. 61.22% of white compared to 50% of black students were proficient. <p>Mathematics:</p> <ul style="list-style-type: none"> • 2011: 67.1% of grade 4 students met proficiency on MCA IIIs in math. 70.1% of white compared to 55.5% of black students were proficient. (note that this was a change in tests, so year to year comparisons are not statistically significant) • 2012: 64% of grade 4 students met proficiency on MCA IIIs in math. 70.3% of white compared to 36.4% of black students were proficient. • 2013: 77.6% of grade 4 students met proficiency on MCA IIIs in math. 81.7% of white compared to 61.6% of black students were proficient. • 2014: 68.75% of grade 4 students met proficiency on MCA IIIs in math. 71.43% of white compared to 64.29% of black
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Mathematics: Anoka-Hennepin end of year benchmark for grade 1 is 17/20 on the Concepts of Math.

- 2011: 11% of grade 1 students met or exceeded proficiency on Concepts of Math assessment.
- 2012: 89.2% of grade 1 students met or exceeded proficiency on Anoka-Hennepin common assessments (Satisfactory or above).
- 2013: 61% of grade 1 students met or exceeded proficiency on the Concepts of Math assessment.
- 2014: 53.7% of grade 1 students met or exceeded proficiency on the Concepts of Math assessment.

Grade 2:

Reading: Anoka-Hennepin end of year benchmark for grade 2 prior to 2011-12 was DRA 28, with 53% of students meeting that benchmark with a DRA 28 or above during spring 2011. The new benchmark for 2011-12 was raised to DRA 30.

- 2011: 53% of grade 2 students were at DRA 28 or above.
- 2012: 41.8% of grade 2 students were at DRA 30 or above.
- 2013: 33.3% of grade 2 students were at DRA 30 or above (with 47% approaching).
- 2014: 36.8% of grade 2 students were at DRA 30 or above.

Mathematics:

- 2011: 81% of grade 2 students were proficient on MAP Math assessments.
- 2012: 80.4% of grade 2 students were in the average or high range of proficiency on MAP Math Assessments.
- 2013: 75.4% of grade 2 students were in the average or high range of proficiency on MAP Math Assessments.
- 2014: 58.8% of grade 2 students met proficiency on MAP Math Assessments

students were proficient.

Grade 5:

Reading:

- 2011: 76% of grade 5 students met proficiency on MCA IIs in reading. 78.6% of white compared to 66.7% of black students were proficient.
- 2012: 82.6% of grade 5 students met proficiency on MCA IIs in reading. 87.1% of white compared to 63.6% of black students were proficient.
- 2013: 56.9% of white compared to 60.0% of black students were proficient.
- 2014: 61.33% of grade 5 students met proficiency on MCA IIIs in reading. 60.42% of white compared to 76.92% of black students were proficient.

Mathematics:

- 2011: 41.9% of grade 5 students met proficiency on MCA IIIs in math. 44.8% of white compared to 18.2% of black students were proficient. (note that this test changed and year to year comparisons are not statistically significant)
- 2012: 54.1% of grade 5 students met proficiency on MCA IIIs in math. 61.3% of white compared to 30% of black students were proficient.
- 2013: 45.2% of grade 5 students met proficiency on MCA IIIs in math. 53.6% of white compared to 18.2% of black students were proficient.
- 2014: 77.03% of grade 5 students met proficiency on MCA IIIs in math. 89.58% of white compared with 50% of black students were proficient.

Grades 3 – 5:

Reading:

- 2010-11: 78.5% of students, grades 3 - 5, met proficiency on MCA reading assessments. 81.62% of white students compared to 66.75% of black students met proficiency on MCA reading assessments.
- 2011-12: 76.2% of students, grades 3 – 5, met proficiency on MCA reading assessments. 80% of white students compared to 62.9% of black students met proficiency on MCA reading assessments.
- 2012-13: 57.4% of students, grades 3 – 5, met proficiency on MCA III reading assessments. 61.1% of white students compared to 53.9% of black students met proficiency on MCA reading assessments.
- 2013-2014: 52.16% of students, grades 3-5, met proficiency on MCA III reading assessments. 55.03% of white compared to 61.54% of black students met proficiency on MCA III reading assessments.

Mathematics:

- 2010-11: 58.96% of Franklin students in grades 3 – 5 met proficiency on the MCA III math assessments. 63.44% of white students compared to 34.37% of black students met proficiency.
- 2011-12: 63.4% of Franklin students in grades 3 – 5 met proficiency on the MCA III math assessments. 71% of white students compared to 41% of black students met proficiency in math.
- 2012-13: 66.5% of Franklin students in grades 3 – 5 met proficiency on the MCA III math assessments. 65.3% of Franklin students in grades 3 – 5 met proficiency on the MCA III math assessments. 71.5% of white students compared to 52.1% of black students met proficiency in

	<p>math.</p> <ul style="list-style-type: none"> 2013-2014: 69.26% of students in grades 3-5 met proficiency on the MCA III math assessments. 77.18% of white compared to 60.53% of black students met proficiency in math.
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b. Describe the process used to collect and analyze data across the five SWP planning dimensions:

<i>Dimension</i>	<i>Identification of Priority Needs</i>	<i>Data/Evidence to Support Identification of Priority Needs</i>	<i>Goal</i>
Student Achievement	<p>Analysis of data during August review of data as well as reviewing data on a weekly basis during PLC & collaboration allows staff to monitor student needs and progress.</p> <p>MCA data indicates achievement gaps in the area of reading between all students.</p> <p>Developmental Reading Assessments (DRA) assessments are used to monitor student progress as well as identify “specific area of needs” for each student/groups of students every 10 -15 days. Anoka-Hennepin increased the DRA level benchmarks to ensure students are strong readers by grade 3.</p> <p>Concepts of Math (COM) and common math assessments are used to assess student needs and monitor progress in the area of math. Interventions are focused to meet the specific needs of each student based on a 10-day cycle of AVMR® instruction and student assessments.</p>	<p>2010 MCA Reading Assessment results showed a 25% gap between proficiency of black students and white students. 2011 MCA Reading Assessment results showed that gap had been reduced to a 15% gap in proficiency. 2012 MCA Reading Assessment data showed that gap at 17%. 2013 MCA III Reading data shows a gap of 7.2%.</p> <p>2010 MCA Math Assessment results showed a 30% gap between the proficiency of black students and white students. The 2011 Math Assessments showed a similar gap, 35% of black students compared to 63% of white students met proficiency. 2012 data showed 29% gap between black and white students. The 2013 MCA III Math data shows a gap of 19.4%.</p>	<p>Support the development of first best instruction, specifically the implementation of the guided math and reading model via the Math Recovery Intervention Specialist (MRIS) and Literacy Resource Teacher (LRT), as a means of increasing the percentage of all students meeting proficiency.</p>

<p>Professional Development</p>	<p>Data analysis indicated that Franklin staff would benefit from professional development in the provision of best practice instruction to students from diverse groups.</p> <p>Professional training is focused on the development of teaching strategies that will effectively close the achievement gap for all subgroups.</p> <p>Professional training in the effective use of formative assessment and data to drive instruction will continue during professional learning community sessions held weekly.</p> <p>The instructional coach works with individual staff to ensure effective implementation of strategically identified and focused instructional strategies. This continues to be a major focus for professional development provided by the LRT coach and the MRIS coach.</p> <p>PLC meetings continue their focus on reviewing research on how to meet the needs of diverse students and support children of all backgrounds, races, socio-economic and homeless status. This is a continuing need when data is analyzed closely.</p> <p>During the 2012-13 school year, staff trained in ENVoY worked together to increase the use of non-verbal cues and visuals to help all students. During 2013-14, all Franklin staff went through ENVoY training to increase effective classroom management strategies and build a repertoire of instructional strategies to positively impact all learners. ENVoY training will continue during 2014-2015. Staff will continue the development of more clearly defined content and language objectives using “I Can” statements to identify learning targets in student friendly language.</p>	<p>Trend data continues to demonstrate that the gap between black and white students fluctuates, but is significant across time. Staff has identified this as a critical area that must be addressed as these are often students who are represented in a number of subgroups and demonstrate the need for focused instruction that is related to high rates of mobility.</p> <p>Based on 2013 MCA III reading results, there was a 7.2% gap between black and white students across grades 3 – 5. (53.9% of black students were proficient compared to 61.1% of white students) On 2013 MCA III Math assessments, the gap between black and white students was 19.4% across grades 3 – 5. (52.1% of black students were proficient compared to 71.5% of white students)</p> <p>We added an ESL program to our school during the 2010-11 school year. The addition of this program, combined with the trend data on our subgroups, indicate an on-going need for professional development in best practice instruction for English Language Learners (SIOP), changes in classroom management strategies, and the use of student friendly target learning goals.</p> <p>Staff identified the need for greater training in how to support students who are mobile. Strategies for quick and focused assessment of specific learning difficulties continue to be reviewed so staff can quickly place students in instructional groups or intervention groups when they enter the classroom.</p> <p>Training on the use of problem solving charts in reading and diagnostic assessments (math) continue to provide staff with the skills needed to provide best practice instruction and focused interventions in reading and math.</p>	<p>Increase staff knowledge in best practice, data driven instructional strategies, the use of diagnostic/formative assessment, and the development of essential learning targets in student friendly language.</p> <p>Increase the development and effective use of diagnostic and formative assessments to drive instruction. The instructional coach, MRIS, and LRT will continue to support the development of common formative assessments to use pre-instruction and to monitor student learning throughout each math, literacy, and science unit.</p> <p>Increase the use of non-verbal management strategies in the classroom through training and coaching in ENVoY.</p>
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<p>School Context and Organization</p>	<p>Supplemental staff will be aligned to students, based upon formative and/or summative assessments. The instructional coach, MRIS, LRT, and admin. will collaborate with staff to strategically align instructional targets to be addressed.</p> <p>The grade level teacher leaders determined that it was critical to provide more opportunities for collaboration between all service providers. Opportunities for weekly collaboration allows classroom and support staff to meet consistently to review student progress, realign students to instructional groups, and make adjustments in the instructional plan.</p>	<p>In 2013-2014 the MRIS and LRT attended weekly meetings and facilitated data discussions with supplemental teachers to determine student area(s) of focus and targeted interventions. This will continue in 2014-2015.</p> <p>2012-13 MCA and common assessment data continues to show that a high percent of students are close to proficiency, but demonstrate gaps in understanding. Staff identified the need for focused instruction and the provision of second scoop instruction in small groups during the instructional block would move these students to proficiency.</p>	<p>Scheduled, weekly, collaboration opportunities for staff to meet and analyze data, and make instructional decisions.</p> <p>Franklin staff will continue to provide focused interventions (small group or one-on-one) during math and ELA blocks, each day, using AVMR®, interventions, EverydayMath resources, and Jan Richardson Next Step in Guided Reading instructional and monitoring tools.</p> <p>Guided math and guided reading groups will continue to be implemented by all classroom teachers. The instructional coach, MRIS and LRT will continue to support guided math and reading models in all classrooms.</p> <p>All staff will continue to learn and implement ENVoY for the purpose of providing consistency and structure with behavior management.</p>
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<p>Curriculum and Instruction</p>	<p>2012-2013: At grades 4 & 5, we went to a co-teaching model and guided math and guided reading was fully implemented starting late fall 2012 for grade 4 and early winter 2013 for grade 5. Staff noted significant improvement in student understanding based on test results. At grades 2 & 3, we implemented a co-teaching model with full year student teaching residents from Bethel University. Collaboration with Bethel and co-teaching will continue for 2014-2015.</p> <p>DRA2 (electronic DRA assessments and diagnosis) was added for grades K & 1 for 2012-13 using iPads.</p> <p>2013-2014: Grades K through 5 continued to work with MRIS and LRT in support of developing effective guided math and reading models. This will continue in 2014-2015.</p> <p>2014-2015: Grades 4 and 5, math and reading, will be looping and grade 3 will specialize with one math teacher, and 2 teachers teaching ELA, science, social studies, spelling. Purpose is to develop collaboration amongst content areas, across grade levels, using formative and summative assessments to meet needs of all learners. Focus on essential PLC questions: What is it we want students to learn, how will we know they learned it, what will we do for those who do learn it and for those who don't? All grade levels will meet weekly with Admin., Instructional Coach, MRIS, and LRT in support of first best instruction.</p>	<p>Following the same group of students across years, MCA test results demonstrate that students struggle to meet proficiency at a greater level each of the years between third through fifth grade.</p> <p>Students in the building (and district) the longest perform better than students who are new to the school. This appears to indicate that consistency of curriculum and instruction increases student achievement. The students with the greatest mobility struggle the most. This identified a great need for staff to close any learning gaps identified in new students immediately to prevent them from struggling in the grade level curriculum.</p> <p>When noting the struggles that students new to the building were having, teachers (classroom and support) determined that they must work together to ensure fidelity to curriculum and review AHSD11</p> <p>UbD documents to ensure that curriculum and instruction matches state and core standards.</p>	<p>Continued fidelity in the use of Anoka-Hennepin curriculum documents at all grade levels in reading and math.</p> <p>Continue to analyze state standards and align to curriculum and UbD documents to ensure students receive the full scope of instruction across grade levels.</p> <p>Increase fidelity in the use of the Guided Reading and Guided Math.</p> <p>The instructional coach and LRT will work with classroom and support staff to ensure fidelity in the use of the DRA to assess student progress in reading. Jan Richardson's problem solving chart will be used to identify specific areas for instruction.</p> <p>The concepts of math assessment will be used in K & 1 to monitor student progress in math. Support staff will increase skills in using AVMR® to diagnose specific skill deficits in math.</p> <p>Increase teacher skills in the use of pre-assessments to focus instruction for groups of students in guided math. Increase the implementation of guided math groups in all classrooms. Support from instructional coach and MRIS.</p> <p>The co-teaching model will continue during the 2014-15 school year with the Bethel student teacher partnership.</p>
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<p>Family and Community Involvement</p>	<p>Franklin students and families demonstrate high needs for basic resources such as clothing, school supplies, transportation, food, and mental health services. This impacts student success in the school setting.</p> <p>Families in ethnic subgroups are less likely than families in the white subgroup to attend family events, volunteer in school, or use resources offered by the school unless personally invited.</p> <p>Many families do not read or speak English, especially those in our Hispanic subgroup. These are the families most likely to need an interpreter when coming into the school setting or to translate during telephone conversations.</p>	<p>The percentage of families qualifying for free and reduced meals has increased significantly over the past 6 years. Franklin increased from 37% in 2008-09 to 53% on October 1, 2010. During 2011-12, this rose to 57%. 2013-2014 resulted in 61.3% qualifying for free and reduced meals.</p>	<p>Increase parent access to Everyday Math Reference Journals and on-line resources for parents/students; staff will teach families how to use these to support learning at home. Spanish resources/letters are available for parents who are not English speakers/readers.</p> <p>On-line math games continue to be demonstrated by staff during family events and their use encouraged at home. ISD11 provides significant on-line access to instructional games and explanations on the district web site. These are demonstrated to parents and their on-going use encouraged by all teaching staff.</p> <p>Materials and access information are provided to parents for use at home during conferences, curriculum nights, and parent events.</p> <p>Parents are provided with instruction in basic math games that can be done at home to support learning.</p> <p>Family events that provide parent education continue to be provided a minimum of three times per year.</p> <p>Information about helping children at home and about up-coming events will be provided in Spanish as well as English. Spanish speaking families make up a significant percentage of our ESL population.</p> <p>The Parent-Teacher Organization provides new books to all children at a fall family event. This supports reading at home and helps build the home-school relationship with families.</p> <p>Family Connection Newsletters tell parents how to help children meet success in the school setting. These are sent home monthly.</p>
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Summarize how your goals match your identified priority need areas as the means to educate all students in the school to meet Minnesota’s academic content and achievement standards.

Franklin data indicates the need to increase proficiency amongst all students. Due to increased mobility, rapidly changing demographics, ELL and SPED programming, the priority identified by and for Franklin staff is continued professional development in first best instruction, specifically guided reading and guided math models, to effectively meet the needs of a diverse population of student learners and their families.

For 2014-2015 the use of the Jan Richardson lesson plans and problem-solving chart will continue to be implemented and supported by the instructional coach and LRT. Math support (AVMR® and Every Day Math Interventions) is provided in the classrooms during work time, supporting students who are not meeting target goals. A number of staff implemented guided math groups as of the 2012-13 school year and this resulted in significant increase in the number of students meeting proficiency in each of those classrooms. Staff moved to greater implementation of guided math in 2013-14 and will continue in 2014-2015; professional development will continue to be provided by the MRIS and the instructional coach. Staff has also developed forms for the documentation of student progress to share with the entire team, guided interventions, and share with parents during conferences.

Professional development is provided at both the school and district level. Professional Learning Community meetings focus on the analysis of data, identifying research based instruction and assessment strategies that will increase student achievement, and provide opportunities to review state standards, identify essential learning, develop common assessments, and review student progress in an on-going collaborative environment. The increased use of pre-assessments has allowed staff to plan focused instruction to meet the unique needs of learners using the small group format.

The high mobility rate of students in the Franklin attendance area requires a focus on staying connected, sharing information, providing opportunities for parent involvement and education, and making personal connections to ensure students’ needs are met. As the percentage of students moving each year increases, immediately assessing students in both math and literacy becomes more challenging. The number of students who participate in winter MAP testing has increased, staff collaborate closely with the MRIS, LRT, supplemental staff, ELL, Admin., and SPED support staff to ensure data is collected and analyzed on all students new to the school.

Franklin staff identified extensive gaps in learning for students who were moving between schools as well as students from the free and reduced subgroup. Many of these students also fit within a number of other subgroups. The morning targeted services program at each grade level supports math and/or literacy. Franklin provides an afterschool program for students that better meets the needs of some families. Franklin also provides a summer targeted services program in math as well as reading and writing in the content areas; this includes many on-site and field trip experiences to build background knowledge.

Teachers participate in on-going building and district level professional development to improve instruction; they know that best practice assessment and instruction is the key to increasing student achievement and closing the achievement gap. Coaching is provided to assist staff in developing lessons that ensure students meet essential learning targets set through the review of district UbD curriculum documents, district benchmarks, and state standards. Staff has identified the need for on-going professional development in providing best practice instruction to our diverse learners, especially improving their ability to meet the instructional needs of our various subgroups of students. Using instructional strategies learned in training/coaching sessions and reflecting on the use of these strategies help the teaching staff improve their teaching practices. This also assists the LRT to know how to support each individual’s professional practice through coaching. The implementation of guided math groups has resulted in increased coaching opportunities with the MRIS.

2. SWP Reform Strategies

a. Describe the school's implementation of SWP reform strategies that will provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.

We know that an intervention specifically focused on student individual needs is effective in moving students to proficiency. As a result, we identified the need to assess students immediately upon their enrollment in the school and develop a plan to meet each student's academic needs through focused small group or one-on-one interventions. This has been an on-going practice, with our assessments becoming more specific over time. We currently use AVMR materials, Concepts of Math assessments, Developmental Reading Assessments (and running records), and Jan Richardson Lesson Plans and Problem Solving charts to assess student needs and provide a focus for our instruction. During 2012-13 we added common pre-assessments in math to guide instruction; we then implemented guided math small group instruction as a pilot in some classrooms. Data supported the movement to full implementation of small group math instruction in 2013-14. The use of i-Pads for reading assessments using the DRA2 program was started in the fall of 2013-14 for grades K and 1. Support staff received training and piloted the use of Leveled Literacy Instruction during 2012-13 and fully implement the program during the 2013-14 school year. Materials were purchased and received mid-way through the 2012-13 school year.

Franklin staff continues to identify on-going student needs through the use of assessment (DRA, Concepts of Math, MAP, Common Assessments), the analysis of student progress during interventions (AVMR®), and continual monitoring of student progress toward meeting essential learning targets. The grade level teams analyze student work as well as assessment data, creating action plans that will close the achievement gap between all students and students in each of the subgroups. The use of pre-assessments will allow staff to tightly align instruction to student needs.

Parent Involvement: The use of personal invitations to families for special events and for volunteering has been effective in getting families into the school setting. Franklin's Volunteer Services Coordinator makes a strong effort to involve new families to the school, especially our ELL parents. The Volunteer Coordinator issued personal invitations by phone or note in an effort to connect with families. Staff increased their communication in both English and Spanish, which also increased participation in school activities. Telephone communications were increased to every week or alternating weeks to encourage family involvement and keep parents informed about up-coming events. Franklin increased the number of activities offered during family evenings. Using evaluation forms after each event helps us determine whether we are meeting the needs of our families or if we need to adjust our sessions to reflect their interests and needs.

Collaboration: Support services are provided to struggling students using a push-in model. This increases the opportunity for staff to engage in more collaboration around student progress as well as encourage staff to assume shared responsibility for closing the gap for struggling students. The development of a protocol ensures effective collaboration to focus on what students should be learning, how we know whether they are learning, and what we will do if they are not learning. In addition, we are differentiating instruction for all learners through the use of guided reading and guided math groups. Weekly collaboration with the instructional coach, MRIS, LRT, teachers, and admin will ensure that first best instruction is supported and implemented.

ENVoY Training: ENVoY Training teaches staff to utilize non-verbal classroom management strategies, which helps students stay focused, creates a calmer classroom climate, increases student responsibility and accountability, prevents disruption within the classroom, increases learning, and decreases stress for staff and students. At the start of the 2013-14 school year, all staff (both certified and classified) engaged in ENVoY training. Staff will engage in follow-up coaching with Jacki Brickman throughout the school year. Using non-verbal management strategies in the classroom supports student learning and achievement, decreases disciplinary incidents, and increases staff morale.

Data Driven Instruction: Data driven instruction based on DRAs and running records provides direction for interventions and daily instruction by classroom and support staff. AVMR® and Concepts of Math assessments provide staff with the opportunity to assess student knowledge and gaps in mathematical understanding. Data from diagnostic and formative assessments is used to make instructional decisions. Jan Richardson's Next Step in Guided Reading is a resource for staff; they use the leveled lesson plans and problem-solving chart identify problem areas for struggling readers. The assessment data provides information to aid staff as they develop tightly focused interventions instructional groups and increased fidelity to best practice instructional protocol insures consistency of instruction and assessment among staff. Teachers will be supported with the use and application of data driven instruction via the instructional coach, MRIS, and LRT.

b. Describe the selection process for choosing effective methods and instructional strategies established on scientifically based research that strengthens the core academic program of the school.

Anoka-Hennepin ensures implementation of a guaranteed and viable curriculum by using a core curriculum across all schools within the district. The district has carefully developed UbD (Understanding by Design) documents in math, reading, science, and social studies. These documents identify essential learning for all students and set a time-line for implementation that is consistent across all schools. This ensures that students who are moving within the district are receiving consistent instruction and have limited gaps in instruction due to mobility. UbD documents in all subject areas align with state standards. Anoka-Hennepin worked with CAREI at the University of Minnesota to develop instructional protocol for guided reading, writing, and math. The best practice instructional protocol is tightly followed by Franklin staff and is used to guide performance observations for staff evaluations.

During 2012-13, staff developed "I Can" statements that identified learning targets, language and content objectives for daily lessons and units of instruction. In addition, staff fully implemented the use of diagnostic assessments to determine instructional needs of students and align students to appropriate instructional groups. On-going formative assessments provided the opportunity to monitor student progress and provide the information for staff to plan focused interventions for students.

The **National Reading Panel Report: Practical Advice for Teachers** was provided for all staff in the fall of 2010. This is a summary of research based instructional strategies found to significantly improve literacy achievement when effectively implemented. This document supports our effort to effectively collaborate, push in supplemental staff, and ensure fidelity to the curriculum. The Anoka-Hennepin curriculum is developed based on the gradual release of responsibility. In literacy, students are engaged in reading and writing on a regular basis. Scaffolding instruction ensures all students will develop the skills to meet success. The teacher first models reading, engages students in shared reading and guided reading; and finally, students apply their learning during independent reading. This occurs in a similar manner with writing, where the teacher models writing for students, students engage in shared and guided writing; and finally, they apply their learning during independent writing. New staff will be provided with this resource and work with the coach to utilize best practices in reading. Guided reading instruction is planned and implemented using Jan Richardson's leveled lesson plans; struggling students are continually assessed using the problem-solving chart to determine where interventions are needed.

As a school and district, professional development and increased collaboration through professional learning communities focuses on the development of a common standard of practice in literacy that is research based. Professional development during the 2012-13 school year as well as during summer institute continued to support training in the use of best practice instruction strategies. In addition, Franklin implemented Leveled Literacy Intervention to support struggling learners in the area of reading. All supplemental staff received training in LLI and worked with the grade level teams to determine the alignment of students to guided reading groups and fine-tune the instructional focus.

In Mathematics: Over the course of the past 7 years, staff has worked to develop more effective skills in the use of best practice instruction, create a culture for learning, and increase fidelity to the curriculum (Anoka-Hennepin developed UbD documents). Supplemental staff are using AVMR® strategies to support struggling learners, ensuring that family nights provide training in how parents can support math at home, and developing intervention activities that support EveryDay Math® in small group instruction. All classroom teachers are moving to guided math groups (small group, focused instruction that is differentiated for student needs) and using focused interventions to meet identified needs of struggling students.

Principles and Standards for School Mathematics 2000 was a resource developed by the National Council of Teachers of Mathematics and guided the Anoka-Hennepin curriculum review process for elementary mathematics. These Principles and Standards continue to guide the selection of resource materials, professional development and instructional strategies. As a result of the Principles and Standards document, the professional development program, Cognitively Guided Instruction was selected. Cognitively Guided Instruction is based on research out of the University of Wisconsin, Madison. This professional development helps teachers understand how students learn mathematics, which supports strong instructional decisions as teachers implement Everyday Math. Everyday Math is the main resource to support the Anoka-Hennepin Understanding by Design curriculum documents used for math instruction. Understanding by Design documents, which are tightly aligned to Minnesota Academic Standards, were written, piloted and revised by teams of teachers. New staff will receive CGI training, which also supports differentiation in the classroom. Diagnostic assessments provide guidance to teachers in knowing how to align student to guided math groups (EveryDay Math®) and differentiate instruction.

Support staff have been trained in the use of AVMR® for diagnosis and interventions. Math Recovery and Add+Vantage Math Recovery (AVMR®) intervention programs were selected by Anoka-Hennepin based on the strong research component regarding struggling learners in the areas of number sense. These two intervention programs were piloted at three schools and based on positive student data and sustainability; the programs were expanded to additional schools. As of 2010-2011, these programs were found in all 24 elementary schools. Math Recovery, a 1:1 intervention program is designed to work with the bottom quartile of 1st grade math students. Add+Vantage Math Recovery is a small group intervention program, which like Math Recovery uses diagnostic assessments to frame instruction. The use of AVMR® was continued during 2011-12 and 2012-13, with struggling k-3 students participating in multiple intervention groups provided by supplemental staff. Franklin continues to support a full time Math Recovery teacher and uses trained supplemental support staff to provide AVMR® assessments and focus instruction for students in grades K – 3 who are struggling in the area of math. The Math Recovery teacher provides support in evaluating students using the Concepts of Math assessments (grade K and 1), works with teachers to plan interventions in EdM®, and supports best practice math instruction in the classroom through coaching and collaboration.

<p>c. Describe how the SWP reform strategies will use effective methods and instructional strategies to increase the amount and quality of learning time.</p> <p>First best instruction, as delivered by classroom teachers, will be supported by the instructional coach, MRIS, LRT, and admin, as a means of supporting guided math and guided reading. Also, data collection via formative and summative assessments will take place during weekly collaborative meetings in support of flexible grouping to meet student-learning needs in a timely and purposeful manner.</p> <p>Supplemental programs and classroom teachers tightly align their reading instruction to Jan Richardson’s book, <i>The Next Steps in Guided Reading</i>. Teachers consistently use the leveled guided reading lessons for small group instruction. Teachers worked on the integrity of the use of Next Steps in Guided Reading as a way for all students to receive consistent reading instruction across settings and staff.</p> <p>In 2012-13, supplemental staff was trained in Leveled Literacy Instruction and worked as a team to determine whether students should receive GR or LLI as their second scoop. Students were aligned to groups to maximize support and ensure students met with success. Collaboration within grade level staff and the supplemental teams serving their students happens with regularity and ensures that students are continually re-aligned to an appropriate reading or math group.</p> <p>Flexible grouping of students in classrooms who have similar learning needs, language needs, and special education services prevents students from making multiple transitions and increases learning time in small groups. It also creates efficiency for the ELL, Supplemental, and Special Education staff serving groups of students when they provide push-in service.</p>	
<p>d. Describe the instructional strategies that will address the needs of all children in the school, particularly the needs of historically underserved populations and low-achieving children.</p> <p>Based on student data and on-going informal and formal assessments, teachers align student to groups based on instructional needs. Various programs are available to students to support their literacy learning. Reading Recovery had been used at Franklin until 2012, when we moved from RR to Leveled Literacy Instruction. LLI lessons follow a routine framework of activities that are provided in 30-minute sessions to no more than three students at a time. Activities are designed to provide word work as well as reading instruction. Due to the limited number of students that can access Reading Recovery instruction, LLI provided instructional opportunities for more students. Leveled Literacy Intervention, a research-based system developed by Irene C. Fountas and Gay Su Pinnell will be fully implemented in 2013-14 (partial implementation in 2012-13 due to it being the training year). LLI is designed to prevent literacy difficulties rather than correct long-term failure for students in grades K-3. Supplemental Programs teaching staff use Jan Richardson’s (<i>Next Step in Guided Reading</i>) lesson plan design.</p> <p>Increased attention was given to balanced literacy, with an added focus on guided reading. As part of this process, teachers worked to implement tightly focused instruction based on information gathered through frequent running records. The result is tailored instruction that clearly helps the teacher identify additional options for meeting the needs of all students, especially those that are underserved and low achieving. Support staff received extensive training in the use of LLI materials/strategies and shared instructional strategies for classroom staff to use in the classroom. LLI support will continue over the coming year; the LLI staff created activities for paras and trained volunteers to use when supporting struggling students.</p>	<p>Based on the success of Add+Vantage Math Recovery (AVMR®) in meeting the needs of students, it was important to continue training teachers in the instructional strategies used to diagnose and instruct students. In order to meet the needs of the historically underserved populations and low-achieving children, we provided ongoing staff development for support staff already trained as well as new Title I, ELL, and Special Education staff. The instructional coach and math recovery teacher worked with staff on the planning and implementation of guided math groups. Training in the use of diagnostic and formative assessments to guide instruction was also a focus of 2012-13 and 2013-2014 PLCs and coaching sessions.</p> <p>Students not meeting benchmarks will continue to be referred to targeted services programs (extended day programs) taught by classroom and supplemental services staff. The curriculum materials used support the development of skills required to successfully meet grade level literacy and math standards. Due to Franklin’s late start time, most targeted services programs are provided before school and meet the needs of families who have an early start to their workday.</p> <p>All day, every day kindergarten was implemented during 2012-13. Comparisons between the year of implementation (2012-13) and the previous year (2011-12) indicates a significant difference in percentage of students meeting proficiency in math and reading when provided with all an day, every day kindergarten program. Our families in poverty were unlikely to attend a preschool program unless identified with special needs. The all day kindergarten program clearly provides the extra support and time needed for all children to meet success.</p>

<p>e. Describe how the SWP reform strategies are consistent with, and designed to implement, the state and local school improvement plans.</p> <p>Each fall, Franklin’s leadership team analyzes data and identifies the specific gaps in instruction for subgroups, noting individual as well as subgroups of students who are not making adequate growth and/or not meeting proficiency. Reviewing this data and analyzing the research on how to close achievement gaps, meet growth and proficiency, and increase scores for all students ensures that the goals for school improvement are strategically developed and monitored throughout the year. These goals and action plans are used within each classroom, group, across the school, and in interventions and afterschool programs. These plans are consistent with AHISD and Franklin expectations; students are expected to meet proficiency on state standards.</p> <p>In addition, the staff at each grade level develops an action plan that focuses on staff development that will ensure the best instruction possible is provided to all students, especially focusing on the needs of individual students and subgroups. The grade level teacher leaders receive extensive training through the Anoka-Hennepin district. This training guides staff through curriculum review and training in best practice instructional strategies that ensures student proficiency.</p>	
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I Measurable Mathematics Goal and Action Plan:

In the spring of 2015, the percentage of 3rd-5th grade students meeting or exceeding Minnesota mathematics performance standards will increase from 69.3 % to 71.3 % as measured by the Mathematics MCA. By the end of the 2015 school year, 71.3% of all students will score at or above grade level proficiency on the All Accountability MCA Math Assessments, an increase of 16.1% from the predicted proficiency of this cohort of students. (The 2014 cohort of students scored a 69.3% proficiency rate.)

<p>School Profile data which relates to this goal: (most recent Math MCA data used to create baseline for above goal):</p>	<ul style="list-style-type: none"> For 2013-2014: 69.26% of Franklin students in grades 3 – 5 met proficiency on the MCA III math assessments. 62.34% of grade 3 students met proficiency on MCA IIIs in math, 68.75% of grade 4 students met proficiency on MCA IIIs in math, and 77.03% of grade 5 students met proficiency on MCA IIIs in math. 77.18% of white students compared to 60.53% of black students met proficiency in math.
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<p>Description of how student progress toward this goal will be measured (local math assessment):</p>	<p>Students not meeting fall 2014 target RIT scores on the NWEA Measures of Academic Progress of 191 at grade 2, 203 at grade 3, 212 at grade 4, and 220 at grade 5 will be assessed in winter of 2014-15 to assess progress toward grade level proficiency. End of unit assessments will be used to monitor student progress throughout the year and focus interventions. Students in grades K and 1 will meet a benchmark of 15 out of 17 on the spring 2015 Concepts of Math (COM) Assessment. Progress toward this goal will be measured using COM assessments. Interventions will be focused to ensure proficiency by k – 5 students by end of year.</p>
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<p>Description of procedures for reporting student progress toward this goal to parents:</p>	<p>Fall conferences are focused on goal setting by students, parents and teachers. CoM data for grades K and 1, spring MAP for grade 2, spring MCA results for grades 3-5, progress toward benchmarks are reviewed and used to establish a plan to meet the goal of grade level proficiency. Trimester report cards and twice-yearly conferences provide the opportunity to communicate student progress toward this goal to parents. This schedule ensures communications to parents on student progress on a 6 week schedule at a minimum and more frequently for struggling learners through on-going telephone conferences.</p>
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Strategy, Method or Action: What will you do? Instructional Strategies to support this goal	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement?
<p>Supplemental staff support students using AVMR® for diagnosis and instruction (all K-3 students not at proficiency).</p> <p>Co-teaching at various grades using the full year Bethel University Residents/Student teachers.</p> <p>Implementation of guided math, in support of first best instruction, will be supported/coached by the MRIS and instructional coach. All math teachers will receive coaching with the MRIS and instructional coach.</p> <p>Grade K-5 staff will group students based on diagnostic assessments given at the start of each math unit. Small group instruction (in EDM®) will be provided to meet the needs of all students (guided math groups).</p> <p>Students will be grouped into classrooms to ensure the ability to provide small group, push-in provision of special education, talent development, and supplemental support that meets the needs of all learners.</p>	<p>The instructional coach & MRIS support classroom teachers, supplemental, and special ed staff.</p> <p>The instructional coach and MRIS support staff using AVMR® for diagnosis and interventions.</p> <p>The instructional coach and MRIS support staff in analyzing data from assessments and assigning students to appropriate instructional groups, coach teachers in the use of first best instruction and using assessment to guide instruction, and support the development of focused math interventions.</p>	<p>The instructional coach and MRIS will provide coaching. All staff meets with the coach and MRIS during the trimester to self-evaluate instruction and implementation of guided math.</p> <p>Q-Comp evaluation will continue for the 2014-15 school year and support the use of first best instruction.</p> <p>The MRIS & supplemental teachers will continue to support AVMR at grades K, 1, 2 & 3. New groups are started every 10 days with review of student progress and needs.</p> <p>K & 1 teachers have developed a format to document student progress toward Concepts of Math proficiency. This will be used to monitor and record student progress monthly.</p>	<p>Teachers (classroom & support staff) are trained in using CGI. Supplemental & Special Education staff have been trained in AVMR®.</p> <p>Collaboration time is provided daily for grade level team meetings. PLC meetings held weekly for all K-5 and support staff.</p> <p>Instructional coach and MRIS support staff through professional development, coaching sessions, and shared analysis of student data.</p> <p>UbD documents guide instruction. These are tightly aligned to State Standards. Instruction is aligned to ensure all students are able to meet proficiency. Essential learning targets are posted in student friendly language for each lesson.</p> <p>Targeted services for K – 5 provides before and after school programs tightly aligned to the curriculum and student needs.</p> <p>The MRIS and instructional coach will coach staff in the implementation of guided math groups to meet the needs of all learners.</p> <p>Increase teacher knowledge on supporting learning through the effective use of technology. Continue the development of flip charts to support teaching and learning (designed to meet expectations established by UbD documents/standards).</p>	<p>Increased number of students meeting grade level proficiency on the math common assessments.</p> <p>More students moving to levels 4 & 5 on AVMR® assessments.</p> <p>Increased students meeting benchmarks on Concepts of Math at grades K & 1.</p> <p>Increased staff posting “I Can” statements and having students self-assess their progress toward meeting target learning goals.</p> <p>Increased staff providing math instruction using guided math (small group, focused instruction) versus whole group lessons.</p> <p>Effective use of diagnostic assessments to group students for instruction and interventions.</p>	<p>AVMR® assessment data is taken at the end of each 10-day intervention. AVMR® data is maintained on every student receiving service and guides focused interventions.</p> <p>Diagnostic assessments guide instruction; final common assessments will be used to monitor student progress toward meeting benchmarks.</p> <p>Q-Comp peer observers will support best practice instruction through coaching and teacher reflection.</p> <p>Coaching sessions will provide opportunities for continual improvement in instruction and interventions.</p> <p>Monitoring documents will ensure that all students in K & 1 are assessed monthly in concepts of math criteria. This data will guide instruction and interventions for classroom and support staff working with students.</p> <p>EveryDay Math® end of unit assessments will be used to monitor student growth toward grade level proficiency as well as identify students having difficulties meeting goals.</p>

Professional Development to support this mathematics goal. Coaching sessions with the instructional coach and MRIS will support first best instruction; guided math and effective use of data collection and implementation. Weekly Professional Learning Community meetings are provided each week for all licensed staff. Weekly collaboration meetings with grade level teams and/or content area teachers, admin, instructional coach, and MRIS.	Staff responsible: The instructional coach and MRIS provide support for staff in the implementation of guided math, data collection, analysis, and application. All math teachers will receive coaching sessions with the instructional coach and MRIS. The MRIS will continue to work with staff to analyze data, complete and interpret AVMR® assessments, develop skills in assessment and instruction, plan focused interventions, and implement guided math groups at all grade levels. Instructional coach and MRIS support during PLC and collaboration days guide work of teams; focus on data analysis, monitoring student learning, planning focused instruction and interventions.	Timeline: Every 10 days, new AVMR® intervention groups are identified as staff analyze student data and identify student deficits. Franklin’s MRIS works with staff to identify mathematical skills needed for success (based on state standards) and to plan instructional interventions for non-proficient students. Supplemental staff team with K-3 classroom teachers to provide interventions to struggling students using a push-in model. Staff meets weekly to realign students and assess progress. Multiple grades will implement a co-teaching model with Bethel student teachers completing a full year residency. Coaching sessions with instructional coach and MRIS in support of the guided math model.	Resources: Training in CGI and AVMR® for all new Staff supporting interventions. Weekly plus PLCs and collaboration times for the grade level team and support staff to meet to analyze data, realign students to instructional groups, and plan instruction. Instructional coach and MRIS support implementation guided math, data collection, analysis, and application. Concepts of math formatting documents to monitor and record student progress; these are used to guide instruction and interventions for struggling students.	Evidence: Involvement of staff in coaching cycles with instructional coach and MRIS. Continued data analysis during PLC and collaboration sessions. Increased use of data to guide realignment of students to instructional groups. Weekly Professional Learning Community and collaboration minutes provided to administrator.	Evaluation Methods: Performance Evaluations completed yearly for probationary staff and every 4 years for continuing staff will demonstrate use of instructional strategies based on established rubrics. Q-Comp peer evaluation will focus on the use of best practice instruction. Improved instruction observed by administrator during performance assessments (use of Math Instruction Protocol). Increased number of coaching sessions, with instructional coach and MRIS, for all math teachers to support guided math, staff reflection on instruction, and data collection, analysis, and application.

Strategy, Method or Action: What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement?
<p>Family/Community Involvement Activities to support mathematics goal.</p> <p>Increase parent involvement nights & family activity events to support parents in developing skills that support learning at home.</p> <p>Family Math/Family Involvement Nights to increase parent involvement in student learning and help parents understand the specific benchmarks for the grade level.</p> <p>Provide communication to families in a variety of ways: written, oral, using AT&T communication line, translated versions of information, and personal invitations.</p>	<p>Franklin staff will plan family nights to support parents in learning how to help children at home.</p> <p>Curriculum nights will be scheduled & presented by classroom and support staff; staff will share critical elements of math instruction and resources available to support students at home.</p> <p>Staff will personally invite parents to attend family nights; focusing on parents less likely to attend to encourage involvement.</p> <p>The instructional coach, MRIS, and principal will support parent understanding of the curriculum, implementation of state standards in the classroom, and progress reports through their work with staff to develop parent friendly communication formats.</p>	<p>Staff will start with a beginning of year welcome to families at Open House and a family bbq in Sep.; then continue building connections throughout the school year at curriculum nights, educational family nights, and at parent-teacher conferences.</p> <p>Franklin staff will plan family nights and other events throughout the year. PTO is also supporting family nights each year.</p> <p>ELL teaching staff and the school social worker will work with families to engage them in their child's education. ELL staff work with the district diversity department to schedule interpreters for school events.</p> <p>Anoka-Hennepin supports communication by paying postage for post cards sent to students and parents. Staff makes an effort to send a post card to each child once during the trimester. They communicate good news and personal invitations to be involved in activities at school.</p>	<p>Franklin staff will plan family events to support learning.</p> <p>Computer lab /access to reading activities, , spelling lists at each grade level are provided to families. A Spanish translation of Everyday Math parent support information is available.</p> <p>The Ramsey Lions and Franklin's PTO support Bingo for Books events – with books given away to all students & adults at the evening event.</p> <p>Families donate books to Franklin for the used book exchange each winter. Each child can exchange their used books for others; those students without books to exchange are provided with at least one used book to take home.</p> <p>Materials are given away at family events to support learning at home. Individuals or groups within the Franklin community donate Games/activities.</p> <p>Franklin staff teach parents how to support students at home.</p> <p>Books are sent home for children to read to and with parents. Some are to be returned to school, others are provided to remain at home.</p>	<p>Increased attendance by diverse families at family events has been noted during the past three years.</p> <p>Decreased referrals for behavior have occurred as we have implemented ENVoY, built relationships with families and engaged them in the school community.</p> <p>Evaluations are asked for after each family event to assess success of support and training provided for parents and provide direction for the modifications that should be made for the next event.</p> <p>Increased volunteers and parent involvement of parents from diverse subgroups.</p> <p>Increased communication from parents; either through email/phone or in person. Increased use of interpreters by families in attendance at programs.</p>	<p>Evaluations after each family event will provide information on activities that parents found effective, identify family needs and interests, and provide a focus for the next event.</p> <p>Monitor parent involvement through volunteer coordinator data collection.</p> <p>Monitor attendance for family events using a sign-in sheet.</p> <p>Monitor data on student referrals for behavior that would result in suspensions.</p>
<p>Other (specify):</p>					

J. Measurable Reading Goal and Action Plan

In the spring of 2015, the percentage of 3rd-5th grade students meeting or exceeding Minnesota Reading performance standards will increase from 52.2 % to 53.4 % as measured by the Reading MCA. By the end of the 2015 school year, 53.4% of all students will score at or above grade level proficiency on the All Accountability MCA Reading Assessments, an increase of 5.2% from the predicted proficiency of this cohort of students. (The 2014 cohort of students scored a 52.2% proficiency rate.)

<p>School Profile data which relates to this goal: (most recent Reading MCA data used to create baseline for above goal):</p>	<p>In the spring of 2014, 52.16% of grade 3-5 students met proficiency on the MCA III Reading assessments. 40.26% proficiency in grade 3, 55% proficiency in grade 4, and 61.33% proficiency in grade 5. For grades 3-5, 55.03% of white and 61.54% of black students met proficiency on the MCA III Reading assessments.</p>				
<p>Description of how student progress toward this goal will be measured: (local reading assessment):</p>	<p>Grade K students will meet a benchmark of 4, Grade 1 students will meet a benchmark of 18, and grade 2 students will meet a benchmark of 30 on the Developmental Reading Assessments. DRA assessments are provided each trimester, with running records recording on alternating weeks to allow realignment of students to new reading groups. Students are expected to meet an established benchmark during these trimester assessments. Grade 2 students will meet an end of year RIT proficiency as measured by the NWEA MAP assessments: Grade 2 at 189.2. Running records, DRA, and MCA Reading assessments will be used to assess student proficiency in grades 3-5.</p>				
<p>Description of procedures for reporting student progress toward this goal to parents:</p>	<p>Student progress is communicated through conferences held twice each year and through trimester progress reports. Supplemental service staff provides progress notes to classroom staff to incorporate into progress reports. MAP test scores are provided to families after each testing session with a clear explanation of the student's strengths and weaknesses. Parent education is offered through family nights, which includes strategies that may be used at home to support student's learning. Staff offers specific strategies to use at home to support the students in targeted areas. New formats for reporting progress at K & 1 clearly defines the child's baseline at the start of school and frequent progress notations show where a child has grown. The end of year benchmark is clearly stated and progress noted through each reporting interval. This clearly helps parents know where their child is struggling and they are then provided with specific strategies to support the improvement in those skills.</p>				
<p>Strategy, Method or Action: What will you do?</p>	<p>Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?</p>	<p>Timeline When will this strategy or action begin and end?</p>	<p>Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p>Evidence What indicators will demonstrate progress in the implementation of this strategy?</p>	<p>Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>

<p>Instructional Strategies to support this goal</p> <p>Increase use and frequency of running records at k-5 to identify areas of need for individual students.</p> <p>Increase time spent in guided reading for struggling students at grades 4 & 5. Full year implementation of LLI.</p> <p>Align reading materials to actively engage student interest – boy’s, multicultural, sports, etc.</p> <p>Increase use of leveled reading in the content areas to ensure students develop content knowledge and build reading skills.</p> <p>Integrate guided reading into content instruction.</p> <p>Increase use of the Next Steps in Guided Reading Problem Solving Chart. Coaching from instructional coach as well as LRT.</p> <p>Increase the integration of comprehension strategies into all content areas.</p> <p>Increase cross-classroom grouping of students for guided reading groups to increase efficiency.</p> <p>Increase frequency of re-aligning students to new guided reading groups.</p> <p>Focus staff evaluation through Q-Comp on reading instruction.</p>	<p>The instructional coach and LRT will work with staff to support all teachers in using running records & Jan Richardson’s lessons & problem solving chart to focus instruction and interventions.</p> <p>The instructional coach and LRT support staff in reading during PLCs & collaboration times at all grade levels, during staff development sessions, and in coaching sessions with individual teachers as a follow up to building & district staff development. The coach supports instruction based on teacher requests and administrative direction.</p> <p>Administrative evaluation of staff is based on the best practice guided reading instruction protocol developed by Anoka-Hennepin and CAREI at the University of MN. Staff is expected to integrate reading instruction into content areas (especially for struggling students).</p> <p>Q-Comp peer evaluation will continue in 2014-15.</p>	<p>Weekly PLC sessions and collaboration take place in all grade levels. Supplemental, instructional coach, LRT staff meet once weekly with classroom staff (some meet more frequently based on schedules)</p> <p>Leveled Literacy Intervention plan for grade K-3.</p> <p>The Instructional coach and LRT attend weekly collaboration meetings to support best practice reading strategies, increase use of common formative assessments, plan interventions, and support consistent evaluation using running records to identify problem areas for students.</p> <p>Q-Comp will continue for 2014-2015.</p>	<p>Instruction coach and LRT.</p> <p>Solution Tree provides training as a follow up to multiple years of training for teacher leaders and school improvement planning.</p> <p>Guided Reading materials were purchased to ensure adequate materials to meet the range of learners and interests.</p> <p>DRA kits at primary and intermediate grades support running records/DRA assessments.</p> <p>District developed curriculum documents are used for core curricular areas. These ensure a guaranteed and viable curriculum.</p> <p>LLI materials were purchased and support staff trained in using LLI to support struggling readers.</p>	<p>Increased coaching sessions provided by the instructional coach and LRT for teaching staff the use of DRA and Running Records has been effective at building skills for new staff and untrained grade 4 & 5 teaching staff. Continue to monitor through evaluation of staff.</p> <p>Increased number of students successfully graduating from reading recovery programs in past. Similar results were noted for students getting LLI.</p> <p>Increased number of students meeting the end of year DRA with benchmark measures taken each trimester (running records taken every 10 days).</p> <p>Increased number of students meeting grade level benchmarks in literacy using end of year DRA scores: DRA 4 at Kindergarten, DRA 16/18 at grade 1, DRA 30 at grade 2. DRA 40 at grade 3 (benchmarks are reviewed & progress reported quarterly)</p>	<p>Performance appraisals conducted by the principal and Q-Comp evaluators will show increased alignment of instruction to the best practice Guided Reading Protocol developed by Anoka-Hennepin and the University of Minnesota (CAREI).</p> <p>Scores reported by classroom teachers at the end of each trimester will identify the percent of students meeting benchmarks established that predict end of year proficiency (DRA).</p> <p>Monitor of students receiving LLI interventions.</p>
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Professional Development to support this reading goal:	Staff Responsible:	Timeline:	Resources:	Evidence:	Evaluation Methods:
<p>Focus Professional Learning Community sessions on formative assessment, unpacking the state standards to identify essential learning, identify instructional strategies that will impact whole group student learning, and plan for focused interventions. Staff continues to work on integrating reading instruction into other core subjects using leveled readers in social studies, science, and math.</p> <p>Professional Development in using running records and Jan Richardson's Problem Solving Chart from Next Step on Guided Reading will continue to be provided for classroom teachers.</p> <p>Staff worked on developing consistency in the implementation of DRA and scoring. This was done with the instructional coach and LRT and teams of teachers sharing students. We will continue this process to ensure common understanding of the component parts of the DRA assessments.</p> <p>Implementation year for using i-Pads for assessment and documentation of student skills at grades K and one.</p> <p>Implementation of DRA2 (for i-Pad) at grades K and 1.</p> <p>Improve "I can" statements for each lesson/unit; post daily and use for teaching and learning. Staff has completed the student-friendly targeted learning goals, but will review to clarify any that are less clear to students and family. Staff will review to ensure that target-learning goals align with state standards and AH UbD documents.</p> <p>Focus collaboration/PLC on 4 questions: Are students learning? How do I know? What will I do if they are not? How can I extend learning for those who have already learned? Support from instructional coach and LRT.</p>	<p>The principal, instructional coach, & two cohorts of staff were trained over two year in developing effective PLCs (Solution Tree Training). Trained staff brought research back to the staff, lead grade level teams in data analysis and identifying strategies to focus teaching and learning.</p> <p>Sharon Kramer, Solution Tree trainer, met with the entire staff in 2011-12, 2012-13 and 2013-2014 in an effort to continue the engagement of all staff in PLC work and school improvement strategies.</p> <p>The instructional coach and LRT will continue to work with staff on effective use of running records to evaluate student needs and focus instruction in reading through the increased use of the problem-solving chart.</p> <p>The instructional coach and LRT will support staff in the integration of reading instruction into core subject areas through the use of leveled readers.</p> <p>The instructional coach and LRT will work with the media generalist and the supplemental support leads to identify gaps in our leveled reader materials and create an order to close those gaps (level, gender, ethnicity, race, content areas, etc).</p> <p>The district elementary curriculum director and teacher & learning specialists will provide best practice literacy instructional strategies to grade level teacher leaders during trimester meetings. The grade level representatives will bring information back and train their grade level team in their use.</p> <p>The district and building literacy coach will support staff in the implementation of DRA2.</p> <p>Instructional coach and LRT support the development of targeted learning goals and use of data to guide instruction and the development of interventions.</p>	<p>Grade level teacher leaders go through a train the trainer model three to four days of best practice instructional training each year. This will be spread across the 2014-15 school year.</p> <p>The instructional coach and LRT meets with staff weekly in either PLC or collaboration sessions.</p> <p>The instructional coach and LRT meet a minimum of once per trimester with tenured staff and more frequently with probationary staff.</p> <p>The instructional coach and LRT also provide follow-up sessions with all staff after professional development.</p> <p>K & 1 staff has been trained in the use of the i-Pad for assessment.</p>	<p>Instructional Coach and LRT support staff development through follow-up sessions after district and building training sessions. Professional Development at the building and district supports district and school improvement plans and action goals.</p> <p>Weekly PLC and collaboration sessions with the instructional coach and LRT. The building administrator rotates through PLC/collaboration groups each week during the month.</p> <p>Building Staff Development Focus in Reading: Using Jan Richardson's Problem Solving Chart from <u>Next Step in Guided Reading</u>, using running records, refine use of making meaning curriculum, and developing specific, focused interventions in reading. All staff has a copy of this resource.</p> <p>Large cohort of building staff trained in using PLCs will ensure that staff focuses on student learning at every grade level using the data to guide teaching and learning.</p> <p>Extensive targeted services program has been tightly aligned to grade level expectations, UbD expectations for learning, and state standards. A summer program was provided for five weeks during the summer of 2014 for identified struggling students in the area of reading.</p>	<p>Professional Learning Community meetings focus on: 1) what students are expected to know and be able to do, 2) development of assessments to determine how teachers will measure student progress toward that goal, 3) establish plans for interventions for students who haven't meet the goal and 4) enrichment activities for those students who are at the goal at the beginning of the unit. Staff is asked to turn the meeting notes in to the administrator weekly.</p> <p>Weekly collaboration time with the coach to review best practice implemented and to align instruction based on the analysis of student data. As new strategies are implemented, coach observations will identify areas for improvement.</p> <p>Increased use of the problem-solving chart to guide small group instruction. This will be monitored by the instructional coach and LRT during collaboration sessions with grade level and support staff.</p> <p>Observation and frequent classroom walk-through by the administrator will provide documentation of the posting and use of student friendly targeted learning goals.</p> <p>Documentation of DRA2 scores posted on the Elementary Reporting System provides the opportunity to monitor student assessment and progress.</p>	<p>Performance Evaluations completed for all probationary staff and every 4 years for continuing staff. These on-going evaluations will provide an opportunity for the administrator to monitor use of best practice strategies learned through staff development sessions using the University of MN CAREI protocol for literacy instruction.</p> <p>Q-Comp evaluators were hired to begin peer observations in 2014-15. Evaluators will focus on instructional practices by teaching staff.</p> <p>Coaching sessions will be used as follow-up to all staff development sessions. This provides opportunities for staff to reflect on the newly learned and implemented instructional practices and receive coaching to support skill development.</p> <p>DRA assessment results recorded each trimester, records of movement of students between GR groups, and progress reporting provide opportunities to monitor students learning and assess the need for adjustments in teaching strategies.</p>

Strategy, Method or Action: What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<p>Family/Community Involvement Activities to support reading goal.</p> <p>Increase parent involvement nights & family activity events to support parents in developing skills that support learning at home.</p> <p>Academic and social events to increase parent involvement in student learning and help parents understand the specific benchmarks for the grade level.</p> <p>Provide communication to families in a variety of ways: written, oral, using AT&T communication line, translated versions of information, and personal invitations.</p>	<p>Staff Responsible:</p> <p>All staff will work to build relationships with families through the use of personal communications – post cards, phone calls, personal invitations to school activities. This supports the school-wide invitations that go out to all families.</p> <p>Franklin staff are providing more translated materials to Spanish speaking families: EveryDay Math letter to parents on supporting math, weekly news from the classroom, articles on helping children with homework, and ensure that interpreters are available for events at school.</p>	<p>Timeline:</p> <p>Staff will start with a beginning of year welcome to families at Open House; then continue building connections throughout the school year at academic/social nights, educational family nights, and at parent-teacher conferences.</p> <p>Franklin staff will plan family nights and other events throughout the year. PTO is also supporting family nights each year.</p> <p>ELL teaching staff and the school social worker will work with families to engage them in their child’s education. ELL staff work with the district diversity department to schedule interpreters for school events.</p> <p>Staff will write post-cards to students/families once per month during collaboration time.</p>	<p>Resources:</p> <p>Franklin staff will plan family events to support learning and engagement in with school.</p> <p>Computer lab /access to reading activities, spelling lists at each grade level are provided to families. A Spanish translation of EveryDay Math parent support information is available.</p> <p>Franklin’s PTO supports a Bingo for Books event– with books given away to all students & adults at the evening event.</p> <p>Families donate books to Franklin for the used book exchange each winter. Each child can exchange their used books for others; those students without books to exchange are provided with at least one used book to take home.</p> <p>Readers Theater materials support student “performances” and encourage parent attendance. Materials are given away at family events to support learning at home.</p> <p>Books are sent home for children to read to and with parents. Some are to be returned to school, others are provided to remain at home.</p>	<p>Evidence:</p> <p>Increased attendance by diverse families at family events has been noted with event sign in sheets.</p> <p>Decreased referrals for behavior have occurred as we have built relationships with families and engaged them in the school community. This will continue to be monitored during 2014-15.</p> <p>Evaluations are asked for after each family event to assess success of support and training provided for parents and provide direction for the modifications that should be made for the next event.</p> <p>Increased volunteers and parent involvement of parents from diverse subgroups.</p> <p>Increased communication from parents; either through email/phone or in person. Increased use of interpreters by families in attendance at programs.</p>	<p>Evaluation Methods:</p> <p>Evaluations after each family event will provide information on activities that parents found effective, identify family needs and interests, and provide a focus for the next event.</p> <p>Monitor parent involvement through volunteer coordinator data collection.</p> <p>Monitor attendance for family events using a sign-in sheet.</p> <p>Monitor data on student referrals for behavior that would result in suspensions.</p>

Other (specify):					
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K. Measurable School Goal and Action Plan

In the spring of 2015, our school goal will focus on: the percentage of 3rd through 5th grade students meeting or exceeding Minnesota Reading performance standards will increase from 52.2% to 53.4% as measured by the Reading MCA. By the end of the 2015 school year, 53.4% of all students will score at or above grade level proficiency on the All Accountability MCA Reading Assessments, an increase of 5.2% from the predicted proficiency of this cohort of students. (The 2014 cohort of students scored a 52.2% proficiency rate.)

School Profile data which relates to this goal:	In the spring of 2014, 52.16% of grade 3-5 students met proficiency on the MCA III Reading assessments. 40.26% proficiency in grade 3, 55% proficiency in grade 4, and 61.33% proficiency in grade 5. For grades 3-5, 55.03% of white and 61.54% of black students met proficiency on the MCA III Reading assessments.
Description of how progress toward this goal will be measured:	Grade K students will meet a benchmark of 4, Grade 1 students will meet a benchmark of 18, and grade 2 students will meet a benchmark of 30 on the Developmental Reading Assessments. DRA assessments are provided each trimester, with running records recording on alternating weeks to allow realignment of students to new reading groups. Students are expected to meet an established benchmark during these trimester assessments.
Description of procedures for reporting student progress toward this goal to parents:	Student progress is communicated through conferences held twice each year and through trimester progress reports. Supplemental service staff provides progress notes to classroom staff to incorporate into progress reports. Parent education is offered through family nights, which includes strategies that may be used at home to support student's learning. Staff offers specific strategies to use at home to support the students in targeted areas. New formats for reporting progress at K & 1 clearly defines the child's baseline at the start of school and frequent progress notations show where a child has grown. The end of year benchmark is clearly stated and progress noted through each reporting interval. This helps parents know where their child is struggling and they are then provided with specific strategies to support the improvement in those skills.

Strategy, Method or Action: What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement?

Instructional Strategies to support this goal	Staff Responsible:	Timeline:	Resources:	Evidence:	Evaluation Methods:
<p>Increase use and frequency of running records at k-5 to identify areas of need for individual students.</p> <p>Increase time spent in guided reading for struggling students at grades 4 & 5. Full year implementation of LLI.</p> <p>Align reading materials to actively engage student interest.</p> <p>Increase use of leveled reading in the content areas to ensure students develop content knowledge and build reading skills.</p> <p>Integrate guided reading into content instruction.</p> <p>Increase use of the Next Steps in Guided Reading Problem Solving Chart. Instructional coach and LRT will provide coaching and support for all reading teachers.</p> <p>Increase cross-classroom grouping of students for guided reading groups to increase efficiency.</p> <p>Increase frequency of re-aligning students to new guided reading groups.</p> <p>Focus staff evaluation through Q-Comp on reading instruction.</p>	<p>The instructional coach and LRT will work with staff to support all teachers in using running records & Jan Richardson’s lessons & problem solving chart to focus instruction and interventions.</p> <p>The instructional coach and LRT support staff in reading during PLCs & collaboration times at all grade levels, during staff development sessions, and in coaching sessions with individual teachers as a follow up to building & district staff development. The instructional coach and LRT support instruction based on teacher requests and administrative direction.</p> <p>Administrative evaluation of staff is based on the best practice guided reading instruction protocol developed by Anoka-Hennepin and CAREI at the University of MN.</p> <p>Q-Comp peer evaluation will continue in 2014-15.</p>	<p>Weekly PLC sessions and collaboration take place in all grade levels. Supplemental staff meet once weekly with classroom staff (some meet more frequently based on schedules)</p> <p>The Literacy Intervention model will continue in 2014-2015.</p> <p>The Instructional coach and LRT attend weekly collaboration meetings to support best practice reading strategies, increase use of common formative assessments, plan interventions, and support consistent evaluation using running records to identify problem areas for students.</p> <p>Q-Comp will continue during 2014-2015.</p>	<p>The LRT and instructional coach support staff development at the building and district level.</p> <p>Guided Reading materials will be used to meet the range of learners and interests.</p> <p>DRA kits at primary and intermediate grades support running records/DRA assessments.</p> <p>District developed curriculum documents are used for core curricular areas. These ensure a guaranteed and viable curriculum.</p> <p>LLI materials were purchased and support staff trained in using LLI to support struggling readers during the 2012-13 school year. Title staff will continue LLI implementation during 2014-2015.</p>	<p>Increased coaching sessions provided by the instructional coach and LRT for teaching staff the use of DRA and Running Records has been effective at building skills for all staff teaching reading. Continue to monitor through evaluation of staff.</p> <p>Increased number of students successfully graduating from reading recovery programs in past. Similar results were noted for students getting LLI instruction during 2013-2014.</p> <p>Increased number of students meeting the end of year DRA with benchmark measures taken each trimester (running records taken every 10 days).</p> <p>Increased number of students meeting grade level benchmarks in literacy using end of year DRA scores: DRA 4 at Kindergarten, DRA 16/18 at grade 1, DRA 30 at grade 2, DRA 40 at grade 3 (benchmarks are reviewed & progress reported quarterly)</p>	<p>Performance appraisals conducted by the principal and Q-Comp evaluators will show increased alignment of instruction to the best practice Guided Reading Protocol developed by Anoka-Hennepin and the University of Minnesota (CAREI).</p> <p>Scores reported by classroom teachers at the end of each trimester will identify the percent of students meeting benchmarks established that predict end of year proficiency (DRA).</p> <p>Monitor of students receiving LLI interventions.</p>

Professional Development to support this reading goal:	Staff Responsible:	Timeline:	Resources:	Evidence:	Evaluation Methods:
<p>Focus Professional Learning Community sessions on formative assessment, unpacking the state standards to identify essential learning, identify instructional strategies that will impact whole group student learning, and plan for focused interventions</p> <p>Professional Development in using running records and Jan Richardson's Problem Solving Chart from Next Step on Guided Reading will continue to be provided for classroom teachers by instructional coach and LRT.</p> <p>Implementation of DRA2 (for i-Pad) at grades K and 1.</p> <p>Improve "I can" statements for each lesson/unit; post daily and use for teaching and learning. Staff has completed the student-friendly targeted learning goals, but will review to clarify any that are less clear to students and family. Staff will review to ensure that target learning goals align with state standards and AH UbD documents.</p> <p>Focus collaboration/PLC on 4 questions: Are students learning? How do I know? What will I do if they are not? How can I extend learning for those who have already learned?</p>	<p>Staff were trained in developing effective PLCs (Solution Tree Training)..</p> <p>Sharon Kramer, Solution Tree trainer, met with the entire staff in 2011-12, 2012-13, and fall of 2013-2014 in an effort to continue the engagement of all staff in PLC work and school improvement strategies.</p> <p>The instructional coach and LRT will continue to work with staff on effective use of running records to evaluate student needs and focus instruction in reading through the increased use of the problem-solving chart.</p> <p>The instructional coach and LRT will support staff in the integration of reading instruction into core subject areas through the use of leveled readers.</p> <p>The district elementary curriculum director and teacher & learning specialists will provide best practice literacy instructional strategies to grade level teacher leaders during trimester meetings. The grade level representatives will bring information back and train their grade level team in their use.</p> <p>The district and building literacy coach will support staff in the implementation of DRA2.</p> <p>Instructional coach supports the development of targeted learning goals and use of data to guide instruction and the development of interventions.</p>	<p>Grade level teacher leaders go through a train the trainer model three to four days of best practice instructional training each year.</p> <p>The instructional coach meets with staff weekly in either PLC or collaboration sessions.</p> <p>The instructional coach and LRT meet with staff. Both provide follow-up sessions with all staff after professional development.</p> <p>Denise Evans, district coach, meets with kindergarten staff approximately six times per year and more often upon request.</p> <p>K & 1 staff has been trained in the use of the i-Pad for assessment.</p>	<p>Instructional Coach and LRT support staff development through follow-up sessions after district and building training sessions. Professional Development at the building and district supports district and school improvement plans and action goals.</p> <p>Weekly PLC and collaboration sessions with the instructional coach and LRT. The building administrator rotates through PLC/collaboration groups each week during the month.</p> <p>Building Staff Development Focus in Reading: Using Jan Richardson's Problem Solving Chart from <u>Next Step in Guided Reading</u>, using running records, refine use of making meaning curriculum, and developing specific, focused interventions in reading. All staff has a copy of this resource.</p> <p>Large cohort of building staff trained in using PLCs will ensure that staff focuses on student learning at every grade level using the data to guide teaching and learning.</p> <p>Extensive targeted services program has been tightly aligned to grade level expectations, UbD expectations for learning, and state standards.</p>	<p>Professional Learning Community meetings focus on: 1) what students are expected to know and be able to do, 2) development of assessments to determine how teachers will measure student progress toward that goal, 3) establish plans for interventions for students who haven't meet the goal and 4) enrichment activities for those students who are at the goal at the beginning of the unit. Staff is asked to turn the meeting notes in to the administrator weekly.</p> <p>Weekly collaboration time with the instructional coach and LRT to review best practice implemented and to align instruction based on the analysis of student data.</p> <p>Increased use of the problem-solving chart to guide small group instruction.</p> <p>Observation and frequent classroom walk-through by the administrator will provide documentation of the posting and use of student friendly targeted learning goals.</p> <p>Documentation of DRA2 scores posted on the Elementary Reporting System provides the opportunity to monitor student assessment and progress.</p>	<p>Performance Evaluations completed for all probationary staff and continuing staff. These on-going evaluations will provide an opportunity for the administrator to monitor use of best practice strategies learned through staff development sessions using the University of MN CAREI protocol for literacy instruction.</p> <p>Q-Comp evaluators will focus on instructional practices by teaching staff.</p> <p>Coaching sessions will be used as follow-up to all staff development sessions.</p> <p>DRA assessment results recorded each trimester, records of movement of students between GR groups, and progress reporting provide opportunities to monitor students learning and assess the need for adjustments in teaching strategies.</p>

Family/Community Involvement Activities to support reading goal:	Staff Responsible:	Timeline:	Resources:	Evidence:	Evaluation Methods:
<p>Family nights will be held to communicate expectations for learning and to educate parents in supporting reading at home.</p> <p>Increase personal contact with families to encourage attendance at family nights/events and to support them in their pursuit of information.</p> <p>Use phone calls and post cards to “build connections” with families and invite their participation in conferences, school events, and volunteer opportunities.</p> <p>Increase use of the AT&T Language line and translation programs to engage parents of ELL students. Engage the services of an interpreter for family events. Provide more translated information for Spanish speaking families; many of our Spanish speaking families do not read or speak English. Interpreters are provided for family activities, conferences, and meetings.</p> <p>Volunteer coordinator works to bring new volunteers into the school setting through different forms of personal communication.</p> <p>Increase of communication through Franklin Newsletters, electronic news, Facebook and Parent Connection News.</p>	<p>Franklin staff will work to build relationships with families through the use of personal communications – post cards, phone calls, personal invitations to school activities.</p> <p>Franklin staff are providing more translated materials to Spanish speaking families: EveryDay Math letter to parents on supporting math, weekly news from the classroom, articles on helping children with homework, and ensure that interpreters are available for events at school.</p>	<p>Staff will start with a beginning of year welcome to families at Open House; then continue building connections throughout the school year at curriculum nights/family nights and at parent-teacher conferences.</p> <p>Staff will plan family nights and other events throughout the year. PTO is also supporting family nights to engage parents in the school community.</p> <p>ESL staff work with the district diversity department to schedule interpreters for school events.</p> <p>Staff will send post cards to various students at least once per month. They communicate good news and personal invitations to be involved in activities at school.</p>	<p>Franklin staff will plan family events to support learning.</p> <p>Spelling lists at each grade level are provided to families.</p> <p>A Spanish translation of EveryDay Math parent support information is available.</p> <p>Franklin’s PTO supports Bingo for Books – with books given away to all students & adults at the event</p> <p>Families donate books to Franklin for the used book exchange each winter. Each child can exchange their used books for others; those students without books to exchange are provided with at least one used book to take home.</p> <p>Readers Theater materials support student “performances” and encourage parent attendance. Materials are given away at family events to support learning at home. Individuals or groups within the Franklin community donate Games/activities.</p> <p>Books are sent home for children to read to and with parents. Some are to be returned to school, others are provided to remain at home.</p>	<p>Increased attendance by families at family events has been noted.</p> <p>Decreased referrals for behavior have occurred as we have built relationships with families and engaged them in the school community. This will continue to be monitored during 2014-15.</p> <p>Evaluations are asked for after each family event to assess success of support and training provided for parents and provide direction for the modifications that should be made for the next event.</p> <p>Increased volunteers and parent involvement of parents from diverse subgroups.</p> <p>Increased communication from parents; either through email/phone or in person. Increased use of interpreters by families in attendance at programs.</p>	<p>Evaluations after each family event will provide information on activities that parents found effective, identify family needs and interests, and provide a focus for the next event.</p> <p>Monitor parent involvement through volunteer coordinator data collection.</p> <p>Monitor attendance for family events using a sign-in sheet.</p> <p>Monitor data on student referrals for behavior that would result in suspensions.</p>
Other (specify):					

3. Instruction by Highly Qualified (HQ) Teacher

<p>D All teachers must meet the HQ requirements set forth in PL Section 1119(a)(1). Describe how the school will ensure and maintain that only HQ staff are instructing students in the SWP:</p>	<p>Prior to the 2012-13 school year, Franklin staff holding a Master of Education (approximately 65%) was higher than the state average. The start of 2012 brought a significant change to staff, however all staff hired consistently met highly qualified criteria. Effort was made to hire staff to teach in a specialization area with licensure in that area as well as elementary education licensure. All Franklin staff either holds masters degrees or are working toward a master's degree. Franklin Special Education teachers are all licensed in Elementary Education as well as special education and meet highly qualified requirements. (See attached document)</p> <p>The hiring process at Franklin includes staff involvement in the interview and selection process. Criteria are set that identifies key skills, training, and understandings that new staff at a grade level must possess. This process ensures a strong, collaborative instructional team at each grade level through the combination of a variety of strengths among the grade level staff. When looking for support staff, the team looks for training and/or a second license in the area that will be supported by the supplemental staff member. We seek math support teachers with secondary math licensure as well as elementary licensure, and search for reading support teachers who have elementary licensure as well as reading licensure or an instructional focus in the development of literacy skills.</p>
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I verify that copies of teacher qualifications are maintained at the school as well as the district office and are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified teacher requirements.

Brian Erlandson 8-25-14
 Brian Erlandson, Principal (Keep original signature on file at the school.) Date

NOTE: [Read a detailed explanation of what it means to be Highly Qualified.](#)

All paraprofessionals must meet the HQ requirements set forth in PL Section 1119(c) and 1119(d). New and Existing Paraprofessionals working in programs supported by Title I Part A shall satisfy the requirements of :

1. Completed at least two years of study at an institution of higher education;
2. Obtained an associate's (or higher) degree; or,
3. Met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment.

<p>Describe how the school will ensure and maintain that only HQ staff are instructing students in the SWP:</p>	<p>Paraeducators employed at Franklin, have either an AA/AAS or BA, have completed 60 semester credits, or have successfully completed the Para Pro Assessment with a score 460 or more. (see attached staff list)*</p> <p>Staff development continues to be provided by instructional coaches and classroom teachers. They assist paraeducators to enrich skills in supporting students in all core content areas. The instructional coach and the special education teachers work with paraprofessionals to teach them how to best support students with special needs in the classroom. The paraeducators have developed excellent skills in providing instructional support, while also setting clearly defined, high expectations for all students. Paraprofessionals will join licensed staff in more extensive ENVoY training to develop greater skills in using non-verbal communication, develop</p>
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	<p>stronger student management and effectively establish behavioral expectations. All paraprofessionals have had some ENVoY training along with CPI (Crisis Prevention & Intervention).</p> <p>When interviewing paraprofessionals, a set of criteria has been employed to determine their ability to support students in the area of academics (both math and literacy), respond to misbehavior (using positive behavior interventions), and their knowledge of child development, their ability to communicate efficiently, and their ability to set clear and consistent expectations. This ensures that all paraprofessionals are able to move between classrooms and grade levels as well as fill any student support role within the school.</p>
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I verify that copies of paraprofessional qualifications are maintained at the school as well as the district office AND are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified paraprofessional requirements.

Brian Erlandson

8-25-14

Principal's Name (Keep original signature on file at the school.)

Date

NOTE: [Read a detailed explanation of what it means to be Highly Qualified.](#)

4. Professional Development

<p>The school must describe how it will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff.</p>	<p>Ongoing, systemic professional development will support the development and implementation of the Franklin SWP. By developing greater understanding of research-based practices, all teachers and paraprofessionals will be better equipped to support the learning needs of diverse learners. A few examples of strategies to support staff development include: increased review of research on best practice instruction during professional learning communities, daily grade level collaboration time to analyze data and develop, use, and analyze formative assessments, instructional coaching in best practice strategies provided by the MRIS and the LRT, district and building staff development in literacy and math on teacher staff development days and in preschool workshop sessions. To support ongoing professional development, the building instructional coach, MRIS, and LRT will deliver professional development sessions, and more importantly, serve as a resource and support for staff in implementing research-based best practice. The coaches supported & collaborated with the staff that implemented guided math and will continue to do so in 2014-2015.</p> <p>New teachers will be afforded an induction program; they will be required to participate in a district level mentorship program. Supports will be in the areas of classroom management, lesson planning, instructional strategies, and using data to inform instruction. At the building level, the instructional coach, MRIS, and LRT provide mentoring in providing best practice instruction and ensuring fidelity to the curriculum.</p> <p>Para-educators will be provided professional development in the area of supporting the behavioral needs of students, student management strategies, and opportunities to increase their knowledge of core academic subject areas. Para-educators will also be provided with necessary professional development to support the learning and development of students using technology. Materials have been developed for paraeducator and volunteer use to support struggling students with additional practice in both math and literacy.</p> <p>The range of professional development provided will allow staff to effectively support diverse learners, as we ensure an inclusionary model is provided for all learners.</p> <p>Principals will continue their work within the building with a national</p>
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	<p>consultant from Solution Tree as a follow up to the Coaching Academy on Professional Learning Communities.</p> <p>Student achievement & needs are continually analyzed (MAP and MCA results) and used to determine where our most needy schools & students are located, and what staff development needs are necessary to improve the academic progress of our students. Considering the funding sources available (Supplemental Programs Department resources including Federal Title I, II, and State K-1/Learning Development and Compensatory funds), the District Staff Development Committee as well as Cabinet and Expanded Cabinet makes key decisions to effectively use the available resources to make the most significant impact in teacher skill development.</p> <p>The Director of Elementary Curriculum and Assessment and Director of Secondary Curriculum and Assessment, and their respective staff along with the Associate Superintendent, plan the scope and sequence of the curriculum changes and implementation. This is used to identify specific major staff development initiatives over a period of years. In addition, on-going analysis of student performance is used to identify immediate staff development needs.</p> <p>Anoka-Hennepin ISD 11 provides high quality professional development activities to staff in reading and math. Franklin Elementary uses PLCs as an opportunity to train staff in best practices as well as work as a team to learn to disaggregate data. Examples of recent professional development activities in literacy include:</p> <ul style="list-style-type: none"> • Jan Richardson’s Guided Reading Training (K; 1; 2-3; 4-5) • Analyzing Running Records • Guided Reading for English Language Learners • Making Meaning training for all staff (Grades K-5) to build comprehension skills in all students. • Supplemental teams used Jan Richardson’s problem solving chart with struggling learners. They then engaged in a study group throughout the year to analyze the focused interventions that worked best to improve student skills in specific problem areas in reading. They then mentored the classroom staff in the use of the Jan Richardson lesson plans and problem-solving chart. • All reading instructors (including classroom staff) worked together to develop consistency in the provision of DRAs, develop continuity in scoring, and use running records to effectively identify problem areas and solutions. • Book Study led by the MRIS on the implementation of Guided Math • Training in the implementation of Leveled Literacy Instruction (LLI)
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5. Highly Qualified Teacher to High Needs Schools

<p>What is the school doing to attract and retain highly qualified teachers to its school?</p>	<p>The interview team at the school consists of grade level teachers and/or support staff. The team sets criteria for hiring staff that are highly qualified to provide instruction using best practice instructional strategies. It is critical that newly hired teachers are skilled in the effective use of curriculum to ensure a consistent, viable curriculum and implementation for students across all schools.</p> <p>The district provides training in AVMR®, Guided Reading, Running Records, ENVoY, Guided Math, and instructional and assessment strategies. Staff interviewed are questioned on the extent of training in these areas as well as others experience that match the district’s focus on the use of research based best practice. The team searches for candidates who know how to effectively analyze and use data and assessment to plan and implement focused instruction.</p> <p>Preference is given to staff who have secondary licensure in a</p>
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	<p>field related to that which they will be teaching or have a focus or concentration in that area of curriculum – i.e. Math, ELA, Science.</p> <p>Teachers in Anoka-Hennepin are hired as “district employees rather than school employees”. This practice means that all schools work together to ensure only highly qualified, well-trained staff are hired to teach in each of the schools. Once hired, staff is provided with on-going professional development to increase best practice instructional skills. Many opportunities for high quality professional development keeps staff committed to remain in the school and district.</p> <p>Franklin seeks teachers who have a strong interest as well as experience working with diverse students in high needs schools to ensure a better match between the needs of the students in the school and the teaching staff providing instruction.</p>
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<p>a. Describe how parents will be involved in the design, implementation and evaluation of the SWP. NOTE: If the evaluation results show that the SWP plan is not satisfactory to parents, the school is required to submit these comments to the LEA.</p>	<p>During monthly Parent/Teacher Organization meetings, Parents are invited to provide feedback on school operations, curriculum, instruction, assessment, and parent involvement. They are asked for ideas on how to better meet the needs of the students at Franklin. One primary need that had been identified was based on the changing demographics of Franklin's school population. Parents identified needs that became the focus for 2011-12 and continued during the 2012-13 school year: getting more books into the hands of students to support summer learning, ensuring each student's basic needs are met, and providing opportunities for more academic focused fund-raisers and family activities.</p> <p>Franklin's PTO members have participated in the discussion of helping children meet high expectations and closing the achievement gap for our subgroups over the past eight years. Due to these ongoing discussions, the Franklin PTO continually seeks ways to fund book purchases so they may give away books for participation in reading activities, celebrate I Love to Read Month, and encourage reading at home by supporting the purchase of media materials.</p> <p>The PTO continues to receive up-dates on student progress, the SWP, and results of testing. The academic/family events provide parents with the opportunity to learn more about student benchmarks, assessment, and provide feedback on the SWP.</p> <p>On-going evaluation has always been done in Anoka-Hennepin. Franklin Elementary, along with every Anoka-Hennepin school, participates in a variety of Parent Satisfaction surveys each year, phone surveys as well as paper/pencil and electronic surveys are provided across the k-12 setting. These surveys look at service provision, curriculum, student learning, parent satisfaction with individual schools, and satisfaction with the district.</p> <p>Franklin Elementary will continue to have parents and staff involved in reviewing and making recommendations for improvements to the Parent Involvement Plan, work with staff to develop a plan for improving communication to parents about the SWP and student success, and seek strategies for educating parents on how to best support students at home. This partnership between staff and parents will continue in an effort to identify problems with the action plan and make adjustments in the provision of services and the family events offered.</p>
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<p>b. Describe how the school will provide parents with assistance in understanding the SWP.</p>	<p>Due to high mobility, staff seek information from parents regarding student needs due to transitions. They make contact with the parents of new students to discuss support available for struggling students, establish a clear understanding of state/district benchmarks at each grade level, and provide a continual report of student progress or gaps in learning.</p> <p>Information on changing demographics within Anoka County and the Franklin community continues to be shared with families during PTO meetings, curriculum meetings, and family events.</p> <p>During academic/family events; conferences, and PTO meetings, the principal and teaching staff provide information about services available to students through our school wide title plan. Parents receive a monthly school newsletter, parent link messages (phone calls), weekly or monthly teacher newsletters, and flyers advertising up-coming family events. Articles cover information about interventions, curriculum changes, and assessments; they also provide strategies to help parents prepare their children for success.</p> <p>Family nights/school events provide a great opportunity for staff to share information with parents on how to support instruction through homework supervision, how to use electronic resources or reference journals to gain knowledge to support math homework, and includes book give-always to encourage reading. Staff model reading with children, phrasing questions, and engaging children in games that develop reading and math skills. During these events, staff share information on how students are receiving support within the school setting under the SWP and provide parents with the opportunity to meet the teachers working with their child.</p>
<p>c. Describe the services that will be provided to parents as part of the SWP.</p>	<p>Family events include parent education supporting math and literacy in the home, specifically focused on Pre-K – 5 students. Staff provides parents with resources as well as a demonstration of lessons as they are presented to students. Resources will be reviewed, parents will be provided with access to on-line instructional support as well as print materials at each of the family events (each event has a math or literacy focus).</p> <p>Family events for kindergarten preparation and registration will provide literacy activities for students entering kindergarten the following year. This also incorporates an educational component for parents on preparing children for kindergarten (activities will be focused on literacy and math skill development and will be activities that can be repeated at home). Evaluations after family events assist us in identifying what parents want to know and provide feedback on which events are successful parent education activities. Parents have recommended a wider range of activities and focus. This will assist them with meeting the needs of the different aged children in their families. They also recommended having smaller groups for parents, thinking that it is easier to ask questions and learn specific strategies with the support of staff. As a result of these recommendations, staff has offered more activities during the event. This allows parents to rotate between smaller groups and increases their willingness to ask questions and get additional support for themselves and their children.</p> <p>Collaboration with Youth First, a community partner, to provide community resources to families, specifically our ESL and low-income families has ensured we meet the needs of families in the community (two of their facilities are located in Franklin community neighborhoods with a high percentage of subsidized housing units). These two different neighborhood centers support families in our Franklin attendance area; these sites serve children preschool age through high school.</p> <p>ESL families will be provided with a written copy of the compact. Information about the SWP and the student compact will be provided orally in the family’s home language by ESL staff when possible and interpreters when staff is not able to communicate the information in the family’s home language. The AT&T Language Line will be used to communicate with families when other options are not available through our Franklin staff or through language interpreters.</p>

<p>d. Describe the process of annual evaluation of the Parent Involvement Policy/Procedures and Parent/Teacher Compact.</p>	<p>Engage parents serving on our PTO leadership team to review Franklin’s academic goals and action plans, determine what barriers are present that prevents parents from being actively involved in their child’s education, and make changes in the way we engage families in school events. Information will be gathered through individual contacts with parents of students in the school, at conferences, fall and winter parent sessions with the instructional coach, and during curriculum meetings with parents (information gathered by staff, coach, principal and PTO members).</p> <p>The Volunteer Coordinator and Franklin staff have made a special effort to “personally contact families” to invite them to participate in volunteer activities, committees, and family events. This plan will continue to be used, with additional communication strategies used to communicate with families who are difficult to reach through written formats. Specific strategies recommended by parents were increased use of email to send invitations and news about student progress, use more phone messages that go to multiple contact numbers for families, and increase direct phone contacts.</p> <p>The Anoka-Hennepin Advisory Committee reviews the Parent Involvement Policy/Procedures and Parent/Teacher Compact on a yearly basis. The district committee includes parent representatives from individual Anoka-Hennepin Schools. The school provides feedback to the District Advisory Committee through the Title Department. Feedback is gathered from the building level SIP team, Teacher/ Parent meetings, parents attending “family” events, PTO meetings, and Parent/Teacher conferences are used to make recommendations to the District Title Department.</p>
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REMINDER: The current Parent Involvement Plan and Parent/Teacher Compact must be uploaded with the Title I application in SERVS.

7. Preschool Transitioning

a. Describe how the SWP will coordinate the transition of preschool children from early childhood programs to the local elementary schools.

A district wide event is held for all children during the year prior to their kindergarten entrance. The Getting Ready for Kindergarten event provides opportunities for students to experience activities and skills needed in kindergarten. This also provides the opportunity for staff to educate parents on how to support children prior to their entrance into the school setting. Information on early literacy, math, writing skills, and supporting children in developing self-help skills is provided to all families. The district has also developed a video on preparing children for kindergarten and has this posted on the district and school websites.

Registration for kindergarten is held at Franklin in April. Information on preparing children for kindergarten entrance is again provided to all families at this event with additional videos and materials available for families to view and take with them. Students who have not participated in a formal preschool program are invited to attend a six-week summer program that is focused on preparing children for kindergarten entrance.

With the SWP in place, the school team will include preschool as well as elementary students during family events. We will expand our current activities to a more focused "instructional" programing for parents of students between three and a half and elementary age.

Transition meetings are held in the spring to transition early childhood special education students to the elementary setting. Students who do not receive special education services go through preschool screening assessments and results are communicated to the student's elementary school of attendance prior to his/her entrance.

Due to space issues, Franklin is not able to provide a Kindergarten Readiness program on site; however, we are soliciting families to enroll in the program serving Franklin students in a local district owned building.

During 2012-13, Denise Evans, District Instructional Coach, met with preschool and kindergarten staff to discuss benchmarks in each setting and plan how to make the transition from preschool to kindergarten a successful experience for all students. Staff took the opportunity to observe each other's instruction and met to discuss what each could do to support student learning. These combined meetings will continue.

b. Describe how the SWP will coordinate, to the extent feasible and appropriate, parent involvement programs and activities with other state or federally run preschool programs (Section 1118).

Schools coordinate the transition from early childhood programs to the local elementary schools in various formats. It is required that students who are kindergarten eligible participate in early childhood screening prior to school entrance. Children are screened sometime after the age of three years eight months to the time they enter kindergarten. This affords the opportunity for an initial contact with both the parent/guardian and the student. Parents have a venue to receive information on kindergarten readiness programs, as well as future kindergarten programming options. Additionally, parents are provided general information on how to support their child's learning. The screening also affords an opportunity to identify if there are additional supports or resources needed for the student.

Prior to the student entering kindergarten, several outreach programs are provided for parents/guardians. The first program is "Getting Ready for Kindergarten." Parents/guardians attend this event with their children and learn about the various kindergarten options in the Anoka Hennepin School District. Included in the program is information about the support services available through Special Education, Supplemental Services and/or ELL. Upon leaving the event, parents/guardians are provided activities to engage in with their child to support student readiness skills.

Just prior to the start of the kindergarten year, additional venues for parents/guardians include Kindergarten Registration at the elementary school and/or Early Childhood Special Education transition meetings. A comprehensive kindergarten brochure is provided for all families of incoming kindergarten students. The brochure embeds information ranging from service delivery models to academic information to engage parents in the student's learning.

Anoka-Hennepin has an administrator whose role is to build collaboration with community, private and district preschool programs, Head Start Programs, and K-5 settings in an effort to engage families in supporting children, preschool through elementary. The district has a long history of collaboration between school age and preschool programs, with an Early Childhood Committee that has been meeting quarterly for approximately 20 years. This collaboration continues to focus on preparing children for kindergarten, developing a process to engage parents in their child's education, and determining barriers to parent involvement.

The district literacy coach working with Pre-kindergarten programs spoke to the Anoka-Hennepin Early Learning Readiness Preschool teachers to share information about kindergarten in Anoka-Hennepin (instructional model, curriculum, and benchmarks to assist them to develop a clear understanding of expectations) and makes herself available to other organizations. She provided staff development during trainings with preschool and kindergarten teachers, she solicited specific strategies that early childhood teachers could employ to prepare children for kindergarten and is sharing that information with all preschool programs in the Anoka-Hennepin attendance area, provided opportunities for preschool and kindergarten teachers to observe each other and discuss how to improve the transition between the two programs.

A presentation is provided for parents of students enrolled in the early childhood special education program regarding what kindergarten looks like and how parents can prepare children for this transition. The focus is communication between preschool and elementary staff, provide parents with information on expectations in kindergarten, and to build a seamless transition process between the programs students now attend (ECFE, ECSE, private and public preschool, and elementary school programs).

8. Measures to Include Teachers in Decision-Making Regarding the Use of Assessments

<p>Describe how teachers are included in the decision-making process regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students in the overall instructional program.</p>	<p>Staff reviews and analyzes assessment data from spring MCA results, MAP assessments, district common assessments (specifically for K – 2 students), DRA scores, Concepts of Math assessments, AVMR® data, and report card indicators. This data is used to provide the leadership teams at the district and building level with the information needed to develop school improvement and action plans. The data is then analyzed by grade level teachers and supplemental support staff to develop grade level academic goals and action plans to meet the needs of all students, specifically reviewing data to identify achievement gaps between all students and students in each subgroup.</p> <p>Teachers meet weekly in collaborative teams to identify assessments that will support students learning and growth. Upon completion of the assessments, they analyze student scores to make decisions about the next steps for instruction. Professional Learning Community sessions focus on responding to these four questions: 1) What do all students need to know? 2) How will I know whether they have met the learning targets? 3) What will I do if they haven't learned? 4) How do I extend learning for those students who have learned? Each PLC team submits a form that outlines their weekly progress in responding to these four questions and planning assessment and instruction to respond to the needs of all students. Teachers involved in specialization have the opportunity to work with staff from other schools to have greater resources in their development of instructional strategies and pre, post, and formative assessments.</p> <p>During the spring staff plan for the following year. In the fall, staff works to identify additional priority needs based on the new students added to the grade levels. Staff looks at the areas of student achievement, professional development, school context and organization, curriculum and instruction, and family and community involvement. Throughout the year, teaching staff identify strategies to meet student needs based on their work with data and their analysis of student assessment results. They determine trends in student growth, proficiency, and identify achievement gaps among groups of students. During this work, staff identified a strong need to become better skilled in the use of formative assessments to direct instruction and ensure success for all students.</p>
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9. Effective and Timely Assistance

<p>Describe the step-by-step process to ensure that students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards receive effective and timely assistance.</p>	<ul style="list-style-type: none"> Franklin grade level teams, in collaboration with supplemental services staff and the MRIS, LRT, and instructional coach, identify all non-proficient students (in reading and math) using state and local, diagnostic, summative, and common formative assessments, DRA levels, Concepts of Math. Franklin staff identifies the math and literacy skill level of students as they enter the school (this meets the needs of our mobile population). The frequent use of Developmental Reading Assessments and running records for literacy, AVMR® assessments for math aid in the evaluation of student skills and instructional needs. Grade level teachers collaborate with supplemental staff to develop an instructional plan that responds to the needs of the learner (both non-proficient and proficient students). Responding to student needs across grade level teams allow staff to more effectively meet the needs of the students who are exceeding proficiency as well as those who are not meeting proficiency. Students are aligned to intervention groups in math or literacy. They are assigned to reading groups based on DRA/Running Records & Jan Richardson's problem solution charts. Assignment to math intervention groups are based on AVMR® assessments; on-going assessments will determine progress toward success and assignment to a new intervention group or "graduation" from an intervention group. Students are assigned to small group instruction (guided math) based on needs identified through pre-assessments or formal or informal
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	<p>formative assessments.</p> <ul style="list-style-type: none"> • Teachers collaborate in using data to monitor progress (data collected comes from formal and informal assessments). • Blocks are scheduled to provide focused, intensive small group interventions for struggling students in math and literacy. • Students who continue to struggle with academics after teacher adjustments in instruction will be referred to the I-team (Intervention Team) to analyze data and develop specific focused interventions (Tier 3, one-on-one interventions) and monitor progress. • All of these interventions occur prior to a student being referred for a full evaluation of academics, behavior, and IQ in an effort to determine whether a disability is present.
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10. Coordination of Programs

<p>Describe the coordination and integration of federal, state and local services and programs.</p>	
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Anoka-Hennepin has an administrator assigned to support all grant programs in the district. Eric Egstad, Director of Grant Programs, works with all schools in the district to monitor Title programs as well as additional supplemental support services (ESL, Math Recovery, Reading Recovery, and LLI support) provided within each elementary and high needs school.

The district has been focused on the development of a smooth transition between preschool and elementary programs, providing opportunities for all staff to engage in similar training opportunities, develop benchmarks, and establish expectations for learning.

6. Parent Involvement

Franklin Elementary Parent Involvement Plan

2014-2015

Franklin Elementary is committed to the goal of providing quality education for every child in this school. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success every step along the way.

Franklin Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Franklin Elementary intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students in the district to succeed.

PART I. SCHOOL PARENT INVOLVEMENT PLAN **REQUIRED** COMPONENTS

A. Franklin Elementary jointly develops/revises with parents the school parent involvement plan and distributes it to parents of participating children and makes available the parent involvement plan to the local community.

- *Curriculum Night Presentations by classroom and support staff*
- *Conferences/staff presentation to parents & during individual parent/teacher conference time*
- *Parent/Teacher Organization meetings held monthly*
- *Principal and staff provide frequent updates on what students and staff are working on and ask families to provide feedback immediately or later using email, phone messages, notes to teachers, scheduled meetings (individually or within group meetings)*
- *During family events in conversations with staff or through the written evaluation process*
- *The SWP is posted on the school website in two versions, full plan and a parent friendly, condensed version of the plan*

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

- *Scheduled to occur during the fall curriculum and family event nights*

C. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

- *Fluctuate days of the week events are held to provide options for parents to attend some if not all events*
- *Offer transportation to parents who identify this as a barrier to attendance*
- *Offer activities for children during meetings & provide activities for a range of ages during family events (all activities will support literacy/learning for preschool and school age children)*
- *ParentLink messages (phone calls) sent to encourage family attendance at meetings and events. Calls from classroom teachers/support teachers to encourage attendance*
- *Personal invitations to family events by both classroom and Title staff – especially focusing on our families who are not typically attending these activities, Parents of students in our Black subgroups and parents of ESL students. (AT&T language line used to ensure parent understanding)*
- *Contact by the Volunteer Coordinator encourages involvement of parents in different aspects of school*

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under section 1112, school-wide under section 1114 and the process of the school review and improvement under

6. Parent Involvement

section 1116.

- *District parent advisory committee meetings provides opportunities for parent feedback on district and school plans*
- *Parent/Teacher Organization meetings to review plan, share data, and solicit parent recommendations*
- *Parent satisfaction surveys are offered to all families in the spring of each school year; the surveys seek parent input on: their needs in providing support to their children, how their children's needs are being met within the school setting, and whether there is appropriate communication from teachers and administration*
- *Parent feedback is solicited through random surveys (via phone) provided by a district hired vendor*
- *Staff and administrators attempt to identify barriers to attendance when making contacts with families who are not attending events*

E. Provide parents of participating children –

- a. timely information about programs under this part;
- b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
- c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

- *Hold four school planned meetings a year providing parent/child events (family math nights/reading/technology nights) that ensure a mix of family fun and education for parents (Parent education is a part of all school planned family events)*
- *PTO will hold two planned events per year to support literacy*
- *Conferences held twice per year with opportunities for staff to discuss services provided to students under the SWP (Schoolwide Title Plan), review student test results, and set learning goals*
- *Scheduled conferences of 30 minutes at grades K – 3 and options for 4 & 5 conferences (3 – 10 minute conferences, 2 – 15 minute conferences, or 1 – 30 minute conference) provide sufficient time to review the SWP, explain testing (MAP & MCA) and district assessments, review curriculum and benchmarks at each grade level, and review student progress reports (this will be provided by the classroom teachers/support staff).*
- *Fall curriculum meetings at all grade levels*
- *Newly developed family friendly “target learning” goals are provided to families each trimester in core subject areas to guide parents in understanding what students are currently working on in the school setting and guide parent support with homework*

F. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

- The SWP is posted on the school website; parents are provided direct email contact for the building administrator to submit questions or concerns

G. Franklin Elementary will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in Minnesota (i.e., Minnesota Parent Center, Bloomington, MN).

- *Pacer provided training for Franklin staff on how to connect families to resources and increase parent involvement (this was 7 years ago and returning staff use those parent involvement strategies in their work with families)*
- *Anoka –Hennepin has a Parent Involvement Resource Center and families are invited to check materials out from this lending library. (Parents receive a flyer in the fall and information goes out to all homes in the district listing this as a resource for families)*
- *Provide articles to assist parents in finding strategies to “keep students learning” during the summer months*
- *Provide monthly/bi-monthly newsletters – the Parent/School Connection – to share information on supporting students in their development of academic skills*

6. Parent Involvement

- *Provide easy to do activities that support the development of math and literacy skills that parents can do with children at home (none need special training or materials)*

PART II **REQUIRED** SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent involvement plan, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- *Anoka-Hennepin has worked with the parent advisory group to develop a consistent school-parent compact for all of the district schools*
- *Conduct parent/teacher conferences each fall and winter in elementary schools, during which the compact shall be discussed as it relates to the individual child's achievement*
- *Provide frequent reports to parents on their children's progress:*
 - *Progress reports sent home three times each year with reports of student progress toward grade level benchmarks*
 - *Parent friendly language accompany test results from MAP and MCA testing*
- *Franklin Volunteer coordinator finds volunteer opportunities for interested parents*
- *Volunteer Readers from the Community work with students to build vocabulary, listen to readers practice their fluency, provide opportunities for read-aloud and follow up conversations (adult and high school volunteers).*
- *Volunteers are trained to support reading and math groups through challenge activities for higher students; trained volunteers support student activities while teachers are engaged in data collection*
- *Volunteers work under the direction of classroom teachers to practice skills during the independent math and reading times*
- *Staff is assigned a student to mentor throughout the school year. The focus is the development of supportive relationships that will lead to increased achievement and student growth. Each member of the Franklin staff has a student to mentor a minimum of 30 minutes per week.*

BUILDING CAPACITY **REQUIREMENTS** FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

- a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - *Goal setting conferences are held in the fall where parents, students, and teachers review the child's last year's growth and the progress made toward grade level expectations and benchmarks; students and families work with staff to set goals for the current year (based on MCA/MAP results, end of year assessments in math and reading).*
 - *Parent friendly letters explaining standards and assessments (MAP, MCA)*
 - *During fall and winter conferences, time is offered for parents to meet with supplemental staff. The support staff works to communicate information about student's MCA and MAP results, and grade level expectations. This in additional information beyond what is provided during conferences with classroom teachers.*
- b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

6. Parent Involvement

- *Family Nights in math, reading, and access to technology resources.*
 - *In-service on Raz-Kids and Curric-u-links (technology based reading/math supports)*
 - *Take Home Activities are provided for all students; math games support the development of math skills and learning at home*
 - *School-Home Newsletter goes to families throughout the year and provides parents with information on how to best support children to meet success in school*
 - *“Learning at Home” (Reading Strategies Bookmarks, Franklin Book Swap, Low cost Spring Bookfair, Book give-away at parent events, Science Fair, Math games sent home, Summer Book Bags provided for students at risk)*
 - *Trimester “learning goals” are sent to parents with information on how to help children build the identified skills to be mastered during this trimester; these are provided in parent friendly language*
 - *Parents of in-coming kindergarten children are provided with materials that support early literacy, meet with a kindergarten teacher, and attend a “getting ready for kindergarten session”. This is provided during the year prior to kindergarten entrance.*
- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- *District Professional Development opportunities*
 - *Cultural Competency Training (Gary Howard)*
 - *Earlier training provided by Pacer on increasing Parent Involvement*
 - *Volunteer Coordinator Training on a monthly basis with an emphasis on communicating with parents, partnering with parents to benefit children, and making connections with families*
 - *Franklin’s VSC (Volunteer Coordinator) has been given the charge of engaging our families of color through personal invitation and phone connections.*
- d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- *Anoka-Hennepin Parent Involvement Resource Center is located in one building, materials are available through phone/mail/email request*
 - *“Getting Ready for Kindergarten” provides opportunities for children to experience early literacy activities while parents receive instruction on why these activities support early learning and school success.*
 - *Community Education staff who work with preschool children and families collaborate with the “home school” to form connections and ensure transitions for incoming kindergarten students goes smoothly for both students and their parents.*
 - *Anoka-Hennepin provides staff development for preschool and kindergarten teachers; focus is to create a smooth transition for students in expectations, skill development, family engagement, etc.*
 - *An early childhood committee operates in AH to work on the connections between preschool and school age programming, planning staff development and collaboration opportunities for staff to prepare children for a smooth transition to kindergarten.*
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
- *Parent friendly language is used to communicate information to families*
 - *Interpreters are provided for parents who are not proficient in English*
 - *Staff who have expertise in different languages support family events*
 - *The language line is used to communicate via telephone with non-English speaking families*

6. Parent Involvement

- *ParentLink messages go to all families at Franklin approximately twice each month and provide reminders of upcoming events.*
 - *Personal calls are made to families by our ESL staff using the family's primary language.*
- f. Shall provide such other reasonable support for parental involvement activities under this as parents may request.
- *Translators available at parent meetings*
 - *AT&T Language Line for telephone communication*
 - *Spanish formats available for EveryDay Math® letters to parents at the beginning of each unit*
 - *Staff continue to build skills in translation of weekly information into Spanish (note: many of our Spanish speaking families do not read or speak English)*
- g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- *Opportunities for this would be provided at the District Advisory Committee*
- h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training;
- i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- j. May train parents to enhance the involvement of other parents;
- k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- l. May adopt and implement model approaches to improving parental involvement;
- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- *Translators*
- *AT&T Language Line for telephone translation*
- *Anoka-Hennepin Welcome Center works with families entering Anoka-Hennepin schools; interpreters are provided for students and parents, students are assessed for ESL level, parents are provided with information about resources available, and information about schools and expectations are provided to families at those meetings.*
- *Translation programs are used to put weekly and monthly calendars and communications from classroom teachers into Spanish for the large population of Spanish speaking families at Franklin.*

6. Parent Involvement

- *E-mails are provided for families who prefer written communication over verbal.*
- *Franklin is not fully accessible for special needs people; the staff has made a consistent effort to put a range of activities on the main floor for children and parents with special needs.*
- *A statement asking parents to notify us if they are in need of special accommodations is posted on the school website and is shared in other formats with families.*

PART IV ADOPTION

This Franklin Parental Involvement Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, and with the parents of all children participated in the PTO meetings as evidenced by meeting minutes.

The Parent Involvement Plan was reviewed and revised by Franklin staff based on Parent Satisfaction Surveys from Spring of 2014. Changes were made in August 2013 and will be in effect for the period of the 2014-15 school year. The school will make this plan available to the community on or before October 1, 2014. Parent compacts will be completed by all students attending Franklin Elementary.

Brian Erlandson, Principal

(Signature of Title I Authorized Representative)

August 20, 2014

(Date)

These parents provided information and recommendations in the development of this document during 2011-12 and 2012-13 and feedback provided through surveys during the spring of 2013 provided support for the continuation of the plan as written:

Kate Elliott

Franklin PTO Officers: Denise Halliburton, Genessa Bradley, and Pam English

<p>a. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).</p>	<p>Franklin classroom teachers and supplemental support staff meet with parents of K-5 students in October to establish yearly goals for each child. During that time, academic assessment results are reviewed and discussed with families. In addition, parents are sent MCA and MAP results when testing is completed. Each of these mailings includes a clearly worded, parent friendly letter to explain results. Franklin Newsletters also include a brief description of information provided by MCA and MAP testing and invites parents to contact their child's teacher(s) or the principal with questions. Information is discussed during conferences using a language interpreter for families who do not understand information provided in English.</p> <p>The MRIS, LRT, instructional coach, principal, classroom and supplemental staff will provide information during the school year at conferences and academic/family nights on how to interpret MAP and MCA testing. Additional information on grade level benchmarks as well as criteria used for meeting satisfactory or satisfactory plus on progress reports will be provided for parents during these meetings.</p>
<p>b. Describe additional measures, other than the MCA, which will be used to identify successes and/or problems with the SWP.</p>	<p>The following assessment measures/data will be used to assess student progress, identify student growth, and monitor the achievement gap between subgroups.</p> <ul style="list-style-type: none"> • NWEA Measures of Academic Progress (fall for all 2 – 5 students, and mid year for those not meeting proficiency or new to the building) • Trimester benchmarks and progress reports are provided for all students. • Developmental Reading Assessments are administered in fall and spring for students in K-3 and struggling students in grades 4 & 5. Running Records provide on-going information for service providers and guide instruction. • District Common Assessments provide data on student learning toward grade level benchmarks. • Increased use of common formative assessments by grade level teams to guide planning and grade level decision-making regarding instruction and interventions. • AVMR® assessments and student alignment to groups occur every 10 days in grades 1 – 3. These assessments are used to identify gaps for struggling students in grades 4 and 5 and occur in the spring for kindergarten students. • Collaboration notes are collected weekly and provide information about each team's on-going analysis of student data and response to student progress. <p>Parent feedback is solicited during PTO meetings, parent-teacher conferences, and through parent surveys.</p>

<p>c. Describe the plan for measuring and reporting student progress during the year.</p>	<p>Regularly scheduled meetings occur within these content areas to review and monitor student progress:</p> <ul style="list-style-type: none"> • AVMR® data meetings are held every 10 days for grades 1-3 to reassign students to groups (math). • PLC meetings are held weekly for teaching staff at grades K – 5; this includes support staff (math and literacy). • Collaboration opportunities are provided daily for grade level teams and includes support staff as often as possible (math and literacy) to review student data, monitor progress, and plan instruction and intervention. • District common assessment results are put into the Electronic Elementary Progress Reporting system. These results can be disaggregated by curricular area, groups, classrooms, grade level, and district. • Student progress reports are provided for parents at the end of each trimester. Support staff collaborates with classroom staff to monitor student progress in math and reading during weekly/biweekly data meetings. Information will be provided to parents twice yearly during parent/teacher conferences. • MAP results are provided to parents via letter, including information regarding interpretation of results. <p>New forms provide on-going information to parents on student progress toward end of year benchmarks (used extensively at K & 1).</p>
<p>d. Describe how disaggregated data will be used to identify groups of students and determine whether or not they are making progress.</p>	<p>Anoka-Hennepin has an electronic recordkeeping system that maintains each student’s test results, progress reports, and scores from standardized district assessments (common assessments, unit assessments, AVMR® intervention groups, and Math and Reading Recovery data). This data can be disaggregated in a significant number of ways – ethnic groups, free and reduced meals, ESL, SpEd, etc. Individual student scores can be pulled to monitor progress over time, especially following a series of interventions or the provision of focused instruction and assessment.</p> <p>Staff use this system to monitor student progress, analyze grad level success in students meeting benchmarks on common assessments, adjust instruction, and identify students in specific subgroups of individuals that will benefit from additional interventions, more focused instruction within the classroom, increased access to supplemental services, or pre-teaching within the classroom.</p> <p>Staff has also developed a range of monitoring formats that provide direction for classroom and support staff in the identification of problems and the focus for individual interventions. This ensures a common target and provides a clear focus for instruction.</p>

<p>e. Describe how the results of your student assessment data and other measures will be used to improve instructional practice as part of the evaluation process for continuous improvement.</p>	<p>Noting gaps in learning and that mobile students are struggling with new curriculum, common diagnostic and formative assessments will be used more intentionally at all grade levels to plan instruction and align students to specific groups. Instruction will be focused to meet the strengths as well as gaps that are identified through pre-assessments. Groups will be flexible and unit based. AVMR® and diagnostic assessments will provide data for the alignment of students to math groups at grades K – 3, with diagnostic assessments in EveryDay Math used to identify struggling students in grades 4 and 5. On-going assessments direct instruction as well as the assignment of students to small math groups that are focused to specific needs. K – 3 students are assigned to AVMR groups based on diagnostic assessments, provided with direct instruction, and realigned to a new group every 10 days based on assessment results. The MRIS teacher works with the grade level team to analyze data and align students to groups.</p> <p>DRA assessments and running records provide data to be used for assigning students to instructional groups as well as monitor progress. The Jan Richardson Problem Solving Chart from <i>Next Step in Guided Reading</i> will provide a systematic focus for instruction and assessment. LLI will focus on the improvement of skills for the most struggling readers.</p> <p>Staff will utilize carefully crafted, student friendly essential questions to guide teaching and learning. The essential learning targets will be shared with students and parents in student friendly language. Staff will use the state benchmarks and district UbD documents to guide instruction and ensure fidelity to curriculum and instruction.</p> <p>Professional development and follow-up coaching sessions by the instructional coach, MRIS, and LRT will provide additional skill in using best practice instructional strategies to increase student learning. Common formative assessments will be used to evaluate the specific needs of the individual students in each classroom. This will guide instruction and focus interventions, with summative assessments and end of unit tests providing documentation of student progress in meeting essential learning targets.</p>
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V. Technical Assistance

Provide a list of technical assistance providers who have contributed to the development of this SWP plan. Include meeting dates and topics.

Provider Name	Date	Type of Assistance	Provider's Experience in SWP Programming
Erik Egstad, Anoka-Hennepin Title Program	On-going 2013-2014	Review school and district data as well as SIP goals and action plans established by Franklin. Provides consistent monitor of the implementation (three times yearly) of school wide plan.	Director of the Government Grant Programs, Title Department, Anoka-Hennepin District #11.

Provider Name Mary Wolverton, Associate Superintendent	Date On-going 2013-2014	Type of Assistance Provide support of school wide improvement plan for individual schools. Worked with the Evaluation team for AH to analyze data and establish school improvement goals.	Provider's Experience in SWP Programming Knowledge of Anoka-Hennepin demographics, assessments, AYP, Title programs, and best practices for instruction. Title director and associate superintendent worked with the Title budgets to maximize immediate access to funds that would support staffing needs within schools. Implementation of a new process for the development of school improvement goals using expertise of district evaluation team to assist schools in the analysis of data.
Provider Name Laurie Resch, Curriculum Director Anoka-Hennepin District #11	Date On-going 2013-2014	Type of Assistance Review of district staff development focus and sessions offered through the past year. Review of best practice instructional strategies currently in place in Anoka-Hennepin. Staff Development for grade level teacher leaders and provision of training for the development of school improvement plans.	Provider's Experience in SWP Programming Knowledge of Anoka-Hennepin curriculum, UbD documents, district/school assessment data, and state assessments.
Provider Name	Date	Type of Assistance	Provider's Experience in SWP Programming
Provider Name	Date	Type of Assistance	Provider's Experience in SWP Programming

Anoka-Hennepin District #11

Franklin Elementary

Title I Family – School Compact

Student's name: _____ Grade _____ Date _____

Conference Dates: _____

As a Parent/Guardian, I will:

- ❖ Make sure my child attends school regularly and on time
- ❖ Limit screen time and provide a quiet place for homework
- ❖ Attend parent/teacher conferences and other school functions
- ❖ Communicate with my child's teacher(s) and read correspondence that comes home with my child
- ❖ Consider volunteering in my child's classroom or serving on the district Title I parent advisory committee
- ❖ Discuss with my child the following student expectations:
 - Sharing regularly what I am learning in school with my family
 - Showing respect for myself and others
 - Working hard in class, doing my best, and asking for help when needed

As a School, we will:

- ❖ Provide a safe, supportive learning environment
- ❖ Foster high academic standards and behavior for all students
- ❖ Respect the cultural differences of students and their families
- ❖ Monitor student progress
- ❖ Communicate with student's family about both successes and concerns
- ❖ Make families feel welcome at school and encourage volunteering in school
- ❖ Involve families in decisions that affect the school

Signatures:

We agree to work together with high expectations, mutual respect, and cooperation

Parent(s)/Guardian(s)

Date

Principal

Date