

HIGH SCHOOL INNOVATION RFI

School Information:

School name: FRANKLIN HIGH SCHOOL_____

School address: 3013 S. Mt. Baker Blvd, Seattle, WA 98144_____

Application Components and Checklist (submit in this order)

- Cover Sheet
- Data Analysis Summary
- English Language Learner Self-Assessment
- Work Plan Summary
- College and Career Readiness Plan
- School-Based Health Center Plan
- Management and Oversight Plan
- Annotated Budget

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Signature: _____ Date: _____

Name: Cara McEvoy_____

(please print clearly)

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ELL DATA ANALYSIS

English Proficiency Levels	
Level 1	5
Level 2	74
Level 3	134
Number of Languages Spoken at Franklin	19
Number of Immigrant ELL students	119 (55%)
Number of Refugee ELL students	11
Number of ELL students between 16 and 21	52 (24%)
Number of ELL students on track to graduate	56
Number & Percent of students making gains on WLPT II	137, 80.6%
Average length students remain in ELL program	4.37 years
Number of ELL students in program for 4+ years	84

Using the data in the School Data Report, the information in this section, and other performance information, we've identified the following high needs for our ELL students:

1. Increase language proficiency for L1 and Low L2 students (approximately 80% of our 9th grade ELL population based on the EDGE assessment); according to the Risk Factor assessment spreadsheet, approximately 89% of all FHS ELL students are at or below L2 on the most recent state reading assessment. Furthermore, 64% of the total ELL population score at or below L1.
2. Increase the attendance rate of African students; to date, 77% of African students in ELL have 2 or more unexcused absences.

DATA ANALYSIS

MATH/SCIENCE

1. Outcome: Students meeting standards on the Algebra and Geometry End of Course Exams

Indicators: Students making annual typical growth on math MAP

Students passing core courses each semester

2011 Franklin Math EOC Scores:

9th Graders Earning Math Credit (2011-2012)

Failed (Levels 1/2)	38%		Failed 1 or more Math Courses	27%
Passed (Levels 3/4)	62%		Passed all Math Courses	73%
<u>MAP Math Typical Growth</u>				
No	35.1%			
Yes	64.9%			

2. Students meeting standards on the Algebra and Geometry End of Course Exams is the focused outcome; students making annual typical growth on math MAP as well as students passing core courses each semester are the indicators. The focus populations are the one-third of students struggling in Math as well as African American/African and Asian students who did not pass math courses or make gains on the MAP test.

1st time 9th graders- MSP Math Levels

Level 1	32%
Level 2	17%
Proficient	51%

1st time 9th graders- Fall 2011 MAP Math RIT equivalencies

Elementary Level	23%
Middle School Level	19%
High School Level	58%

3. The above indicators and outcomes are used to determine a student’s future success. The students who are performing at elementary and middle school levels and not making typical progress need extra support and attention in order to increase their math skills. Data confirms that approximately one third to one half of our population struggles in Math. To address this area of need, we created focused math interventions (see work plan) for our struggling 9th grade students. Data also shows that a high rate of African American/African and Asian students struggle to pass math courses and make gains on the MAP test. Using the Risk Factor Report, we determine which students have the highest Math deficiencies. Identified students (using the data above), are tracked using MAP scores as well as grades received throughout the year in order to measure their progress.

READING/WRITING

1. Outcome: Students meeting standards on the Reading/Writing HSPE Test

Indicator: Students making annual typical growth on Reading MAP

2011 Franklin HSPE Reading Scores: 9th Graders Earning L.A. Credit (2011-2012)

Failed (Levels 1/2)	19%		Failed 1 or more L.A. courses	20.2%
Passed (Levels 3/4)	81%		Passed all L.A. Courses	79.8%
MAP Reading Typical Growth				
No	37.1%			
Yes	62.9%			

2. Students meeting standards on the Reading/Writing HSPE Test is the outcome of focus; students making annual typical growth on Reading MAP is the indicator. The focus population of students are those that enter Franklin at least three grade levels behind in reading.

1st Time 9th graders Reading MSP Levels

Level 1	13%
Level 2	24%
Proficient	63%

1st Time 9th Graders- Fall MAP Reading RIT Equivalencies

Elementary Level	29%
Middle School Level	21%
High School Level	50%

3. Using the data above, students with reading deficiencies are a target group because data demonstrates a correlation between the students who fail courses and do not pass the required state tests and those with low reading levels. Nearly one-third of our students enter with a MAP score equivalent to Elementary Grade Levels. These low reading levels make it difficult to pass the state tests and earn credits in core courses. Over the last few years Franklin has participated in multiple professional developments and trainings on Reading Apprenticeship strategies. With these strategies, and a focused effort on 9th grade, our reading scores have consistently shown growth. However, there is still a group of students who do not increase their reading levels and

are left behind. These students enter Franklin at least three grade levels behind and struggle in all their classes because of this reading deficit; these students are our Focus Reading students. Currently, we have 47 students in our Read180 and Academic Reading courses comprised of various ethnicities and a high percentage of male students. Students are placed in reading support classes and, depending on which support they receive, are tracked using MAP, Read180, System44 (typically for ELL students) and the Teachers College Reading Assessments

PASSAGE OF CORE COURSES

1. Outcome: 9th graders promoting on time to 10th grade

Indicator: Students passing core courses each semester

1st time 9th graders passing all Core Courses 1st Semester (2011-2012)

Failed at least 1 Core Course	22%
Passed all Core Courses	78%

9th graders in Risk Factor Sections- Core Course Passage Rate

Failed at least 1 Core Course	48%
Passed all Core Courses	52%

2. 9th graders promoting on time to 10th grade is the focused outcome; students passing core courses each semester is the indicator. The populations of focus are students within a specific range based on Risk Factor Scores, Previous Failure Rates and Previous Attendance Rates.

9th Grade Core Course Passage (1st Sem)

On-time 9th to 10th grade promotion

2008-2009	74%		2008-2009	74%
2009-2010	75%		2009-2010	78%
2010-2011	77%		2010-2011	81%

3. These Risk Factor Students are chosen because their Middle School histories show they struggle to pass classes, receive low test scores, and often have low attendance rates. As shown above, this cohort still struggles to pass all their core courses (52% passed all core courses 1st semester). With the improvement of our case management process, additional support courses, and more experience with the Risk Factor group, we are confident we can increase the percentage of students passing all their classes so they can graduate on time. Before the school year begins, we select a specific population of students, based on Risk Factor Scores, Previous Failure Rates and Previous Attendance Rates, to group together in three of their four core courses. These students have class sizes of less than 25 students, and their curriculum is specifically scaffolded and differentiated for their needs. With levy funds, we have been following this model for four years and are seeing our core course passage rate and on-time promotion to 10th grade increase steadily each year (see above). In further review of the District/City Risk Factor Data, 62% of our African American/African 9th grade population was labeled to have a Medium/High Risk of failing core-courses. Once we investigated who these 73 students were, we found that approximately 30 of them failed at least one core course 1st semester. The other 43 African American/African students are still considered Medium/High risk because of their Middle School grades. Therefore we want to continue using our focus cohorts to support our higher Risk Factor students. As evidenced from data on our cohorts, only 52% of the focus students passed all core courses (these students are ethnically and gender diverse). Our efforts will remain focused on case managing and giving extra supports to these struggling students.

ATTENDANCE:

1. Outcome: 9th graders promoting on time to 10th grade.

Indicator: Students absent fewer than five days per semester, excused or unexcused

9th graders 1st semester Attendance Rates

9th Graders- Unexcused Days Absent

Less than 80%	15%		5 or more days	39%
80% to 90%	14%		2 to 4 days	17%
Greater than 90%	71%		Less than 2 days	44%

2. 9th graders promoting on time to 10th grade is the outcome of focus; students absent fewer than five days per semester, excused or unexcused, is the indicator. The population of focus is incoming 9th graders with a Middle school attendance rate of 85% or less.

1st Time 9th graders- Days Absent 1st Semester

	2010-2011	2011-2012	Change
5 or more days absent (excused and unexcused)	33%	29%	4%
Less than 5 days absent (excused and unexcused)	67%	71%	

3. Even though we are seeing improvements in our overall attendance rate, almost 40% of our 9th graders still had five or more unexcused days absent. Of this 40%, almost a third are repeat 9th graders. This and the data chart directly above, tell us we are making progress with our first time 9th graders and still need to improve our efforts with our repeat 9th graders. Of our 1st time 9th graders, 71% had fewer than five days absent 1st semester (excused or unexcused). This is a 4% increase from last year. When students are absent it is difficult to determine if they are struggling academically because of skill or solely because of their attendance. This year we had **18** incoming 9th graders with a Middle school attendance rate of **85% or less**. By incorporating these students into our normal 9th grade program with case management and extra supports, 14 of the 18 students increased their attendance rate by at least 5%. By using these strategic approaches, we have increased our overall 9th grade attendance rate. Although we are making progress, we continue to have similar sub-groups who are struggling to attend. From a review of our 1st semester data we have seen that about 41% of our African American/African population had an attendance rate of 90% or less. We will be identifying focused strategies for this sub-group by analyzing risk factors and individual sociological factors contributing to their low attendance.

CAPACITY OF SCHOOL ELL PROGRAM

Franklin High School's ELL instructional model is influenced by the state-mandated Transitional Bilingual Education (TBE) program. In Seattle Public Schools, this has been interpreted as sheltered core courses with scaffolded English. To further intensify focused intervention, at the start of 2nd semester of the 2011-2012 school year, FHS implemented System 44 and Read 180 to provide a "double dose" of language acquisition to all L1 students. (Our data revealed an exceptionally large number of new Level 1 students that Fall). These new interventions served to enhance our current instructional model that includes strategic and intentional focus on academic language and common reading strategies across disciplines. The above instructional model resulted in 61% of ELL students passing core courses. Once students have completed a full year of "double dosed" language acquisition courses, we anticipate an increase in HSPE test scores.

Our instructional model is designed to support ELL's acquisition of academic English and ensure students acquire academic content in the following ways: 1) ELD core courses are aligned to ELD common core standards, 2) Cornell notes, Talking to the Text, taxonomies, and KWL pedagogical strategies are embedded across disciplines, 3) Double-dose of ELD LA Fundamentals and System 44/Read 180 are provided for all L1 students, 4) Focus on academic language, including content/language objective, in all core courses. By double-dosing students with language acquisition courses, we predict students will improve language acquisition at a much higher rate. System 44/Read 180 has built-in, individualized assessments, so we monitor progress as students advance through the program. However, because we just began implementation, we do not yet have baseline data to share.

At Franklin High School, each administrator oversees designated departments; therefore, our Principal over the ELL department has received targeted professional development as well as guided support from our central office ELL coach. Currently, the ELL leadership team and central ELL coach meet weekly to analyze program success, areas for growth, professional development, and to assess student data. In the last three years, administration has received SIOP training as well as professional development on the English Language Development Standards. FHS administration has made the ELL department a key area of focus. Administration has made provisions for ELL faculty to participate in district professional development and be represented on Instructional Council. Furthermore, to directly support ELL learners, administration attends and speaks at ELL parent night, ensures that ELL students receive pull-out HSPE test preparation support, and strongly consider impact on ELL when building-wide decisions are made. To provide oversight of instruction, administration helps determine the areas of focus (content/language objective, differentiation) for the ELL department and is currently working with the ELL coach to identify appropriate professional development for staff that will extend into the 2012-2013 school year. Professional development for all FHS staff relative to ELL student needs has been developed and sponsored by the FHS ELL staff. Levy dollars will be used to pay for further development needs for staff. Finally, FHS leadership staff ensure that ELL core course curriculum maps are carefully aligned to ELL content standards.

In 2007, all FHS staff participated in SIOP training. However, the majority of professional development has been done by ELL teachers and Instructional Assistants. ELL staff received training on GLAD, ELD Standards, SIOP, and Reading Apprenticeship. As a result of this training and others, teachers scaffold lessons by pre-teaching vocabulary, use of advanced organizers, visual examples, talking to the text, and summarizing. With levy funds, we plan to provide Scale-Up 200 Academic Language Training for all staff; this will provide students with

language structures and vocabulary needed to succeed in the mainstream classroom. Currently, professional development is being designed to guide ELL teachers on how to write and implement learning and language objectives as well as meaningfully differentiated instruction. In the 2012-2013 school year, we also plan to lead another SIOP training to refresh all staff on ELL teaching strategies. To scaffold lessons to ensure students can access content, ELL teachers use a plethora of strategies including: graphic organizers, KWL, reflection, previewing, teacher modeling, visual models, small group work (think, pair, share), and questioning.

In addition to core curriculum materials, the ELL department utilizes the district adopted ELD LA Edge Curriculum, Edge Reading Library sets, modified Social Studies, Health and Math texts, language dictionaries, System 44, and Read 180. Our Science teacher has also begun collaborating with the ELL Science teacher at Garfield High School in order to share best practice curriculum and labs. Further, our library is in the process of selecting and purchasing high-interest, developmentally-leveled, reading material that aligns with the lexile levels of our ELL students while, concurrently, the LA department currently supplies Scholastic magazine readers.

OTHER SUPPORTS FOR ELL

For ELLs not academically on track, FHS has established systemic structures for intervention that include: multilingual tutoring before and after school, lunchtime tutoring, STAR break tutoring, Saturday tutoring, home visits, ELL student goal setting conferences, parent/student conference action planning, home contacts, advising to parents on American child rearing practices, and referrals to counselor and community agencies as needed. To increase and continue to provide this level of support, levy dollars will be used to supplement extra time for staff. ELL staff also provides case management support, when time permits, to students; however, we are in need of hiring a designated ELL case manager to track and monitor student progress and implement targeted interventions through our SHIELD program. Levy dollars will be used to cover the salary of this new hire. This academic school year, we partnered with ADYA SANKOFA tutoring services comprised of University of Washington tutors that come to FHS on Tuesdays and Thursdays to provide math tutoring and mentorship to mainstream ELD students with a C grade or below. They provide direct instruction on foundational math concepts as well as support students with homework completion. As a result of these intervention supports, 61% of ELL students passed core courses first semester of the 2011-2012 school year.

The ELL department at FHS provides tremendous support to and has established meaningful relationships with ELL parents. Due to the various challenges that do not allow our ELL families to attend after school meetings, the ELL department has an open door policy for families allowing them to drop-in at any time of the day; an IA or teacher will receive coverage in their class to meet the needs of drop-in families. These staff members commit much of themselves and have deep ties to the community. These connections serve as a constant feedback loop. We host an annual Bilingual Family Night to provide ELL parents with home-based activities they can do with their student to help her or him achieve academic learning goals. During this event the following topics are covered with families: school/graduation requirements, introduce ELL staff, hand out and review a *How to Help Your Child in School* flyer, provide Source training, show examples of products to purchase to help advance learning at home, college entrance requirements, and students are taken to the library to obtain a library card. Furthermore, ELL staff are in constant communication with student's parent/guardian whenever any academic concerns arise; by establishing strong relationships with families, we build overall connectedness to school thus resulting in increased academic success.

FRANKLIN HIGH SCHOOL – WORK PLAN

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Focus Students	Who are your focus students?	All incoming 9 th graders who scored Level 1 or 2 on the MSP and a 225 RIT or less (below 7 th grade) on their Spring math MAP test.	All incoming 9 th graders reading at or below a 6 th grade reading level as measured by MAP, MSP and Teachers College Reading Assessments.	All incoming 9 th graders who have a Risk Factor number of 5 or higher with the following descriptors: Past discipline issues, lower attendance rates, high failure rates, low test scores.	All incoming 9 th graders with an average attendance rate of 85% or less during their 8 th grade year.	All 9 th grade ELL students who have a score of Level 1 or Level 2 on the EDGE and WLPT/WELPA tests.
	Why did you choose these focus students?	After looking at our 1 st Semester grades and MAP data, students at Middle and Elementary school math levels were the weakest performers.	Reading is the fundamental skill needed to succeed in all core courses. Given that district mandated textbooks and novels are at or above the 9 th grade level (at least 3 grade levels higher than	These students struggled academically and behaviorally in middle school. Data suggests these behaviors will continue in high school therefore they are most at risk and need a more personalized experience to make the	These students have a history of truancy/low attendance.	These students take the longest amount of time to matriculate through High School due to their needs for intensive Language Proficiency Support. Research shows that while many children develop native speaker fluency (i.e. BICS) within two years of

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			where these students are), these students are the most academically at risk.	transition to high school smoother.		immersion in the target language, it takes between 5-7 years for a child to be working on a level with native speakers as far as academic language is concerned.
	How many will you serve?	~100 incoming 9 th graders	~50 incoming 9 th graders	~60 incoming 9 th graders	~20 incoming 9 th graders	~20 9 th grade ELL students
Outcomes & Indicators*	Baseline	100 incoming 9 th graders @ Level 1/2 and less than or equal to 225 RIT on math MAP	50 incoming 9 th graders @ or below the 6 th grade reading level.	60 incoming 9 th graders with RF scores of 5 or higher	20 incoming 9 th graders with an average attendance rate of 85% or less from their 8 th grade year.	20 ELL 9 th graders with a score of Level 1 or Level 2 on the EDGE and WLPT/WELPA tests
	Baseline Outcomes from Previous Year	17% of baseline students passed Algebra EOC exam. (This is without the math lab	50% of baseline students increased at least 1 grade level in 2010-2011 (This is without the double-dose reading support	52% of baseline students passed all core courses 1 st semester of 2011-2012.	55% of baseline students had fewer than 5 days absent 1 st semester of 2011-2012.	Because we have not had an ELL case manager to track data, we do not have previous baseline outcomes.

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	Proposed Target	courses) 30% of focus students will pass the Algebra 1 EOC exam	classes) 80% of students will improve by 2 or more grade levels as measured by MAP and Read180, System44 or Teachers College Reading Assessments depending on reading support course.	60% of students will pass all core classes each semester.	80% of students will have fewer than 5 days absent per semester.	90% of students will make gains on the EDGE Assessment. *According to the latest research, ELL students should make one and half years gains in Reading, Writing, Listening and Speaking. However, L1 and L2 students take approximately twice as long because they need to establish foundational skills in the language before they start making significant gains.
Strategies	What services will be provided?	- Students will receive an Algebra Lab class with their	Students are placed in 1 of 3 Reading Support classes based on	Students are placed in cohorts for Language Arts, History and	Students will be targeted during our summer orientation program. Before the	Our L1 and L2 focus students will receive a double dose of Language

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		<p>same Algebra teacher in addition to their Algebra 1 course. The labs will have ~15 students per class.</p> <ul style="list-style-type: none"> - Students also have access to the Math Homework Center, held afterschool. Students who are under case management are often required to attend the Math Homework Center for direct tutoring and assistance. - MESA and Sankofa Tutors will provide in class support for struggling 	<p>reading level. Lower readers with phonetic deficits are placed in System44. Mid-range readers are enrolled Academic Reading. Many Sped students and/or students reading above the 4th grade level are placed in Read180. In addition to the reading courses, these students have access to afterschool Homework Center and Writing Lab. This space is available for all students who need Homework and Writing</p>	<p>Science courses. Each cohort has 20 or less students. Students receive the district mandated 9th grade curriculum but with additional scaffolding, differentiated curriculum and individualized instruction. These cohorts also complete Student Led Conferences with their team teachers, case managers and families.</p> <p>Students also receive individual case management, intervention and performance</p>	<p>school year starts, students will have conferences with parents/guardian and FHS admin/interventionists regarding attendance. Once the school year starts, the students will immediately be under case management. Interventions include: weekly grade checks, student conferences, monthly attendance checks (phone calls home), and grade checks. If attendance issues do not improve the first month, students will be referred to the SHIELD program.</p>	<p>Acquisition courses, individualized case management and before, during and after school tutoring sessions. The Language Acquisition courses focus on teaching academic language in order for the students to be successful in a mainstream classroom.</p>

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		students. - Focus students will be recruited to participate in the MESA summer math scholars program.	support.	tracking to support their in-class performance, assignment completion and overall grades. Students continuing to struggle after intervention or who show social/emotional need, are referred to the FHS SHIELD/CARE program. They are reviewed by admin, interventionists, practitioners of the SBHC, counselors, psychologists and community health providers to determine further intervention and support.		

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				Finally, students are encouraged to join the YMCA’s afterschool programming in order to increase school connectedness. They provide tutoring, leadership opportunities and arts classes.		
	Briefly summarize the frequency and duration of the support.	Daily Lab class (50 minutes) for two semesters. Math Homework Center: Monday-Thursday, 2:30-4:00 pm. MESA and Sankofa in class support 2-3 times per week (pending	Daily reading courses (50 minutes) for 2 semesters. Homework Center & Writing Lab: Monday-Thursday, 2:30-4:00 pm.	Daily courses (50 minutes) for 2 semesters. Weekly case management all year. Daily YMCA afterschool programming (2 hours) all year.	Daily/Weekly/Monthly check-ins, and grade and attendance checks by case managers.	- Daily Language Acquisition Courses (2 courses, 50 minutes per day) - Bi-monthly case management which includes academic coaching, family contact and data tracking. - Daily before, during, and after school tutoring sessions. -Parent/Guardian

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		tutor availability). MESA summer program- 3 weeks				Drop-in Support (during school and afterschool hours)
	Which Key Component does this strategy fit under?	-Extended in-school learning time -8 th to 9 th grade transition	Extended in-school learning time	- Extended in-school learning time - Social/Emotional/Behavioral and health support - Family Involvement	- 8 th to 9 th grade transition -Social/Emotional/Behavioral and health support.	-Extended in-school learning time -Family Involvement - Social/Emotional/Behavioral and health support.
	Explain your rationale for selecting this strategy.	Labs are provided because students need skill-leveled curriculum and instruction in a more personalized (15:1 ratio) environment. Students also need extra, personalized	Students need differentiated and scaffolded instruction and curriculum in a more personalized environment with appropriate grade level texts that are designed to teach and grow reading.	These students have histories of failing courses, not attending school, and having discipline issues. By creating a more personalized experience through targeted instruction, smaller class sizes, case management and	Students need individual attention and support in order to develop a “school identity”, thus increasing school connectedness and resulting in increased daily attendance.	These ELL focus students are most often new to the US. By offering intensive case management social emotional challenges that come with transition will be addressed. In addition to the social/emotional need, academic language

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		<p>assistance on individual math assignments. This can be received in the Math Homework Center and with the MESA and Sankofa Tutors.</p> <p>Finally, bridging learning from 8th to 9th grade addresses summer learning loss in addition to building their foundational math skills.</p>		<p>after school opportunities, students' core course passage rate will increase.</p>		<p>acquisition support for our least proficient population will be provided.</p>
Key People	Who are the key people who will deliver the	Core math teachers teach the Lab classes.	ELL, Special Education, and General Ed Language Arts	9 th grade teachers are chosen for their ability to work with high	School Administrators, 9 th Grade Dean of Students, Intervention	School Administrators, Department Head, ELL instructors,

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	<p>proposed strategies and what related experience do they have?</p>	<p>Students have the same teacher for their Algebra and Lab classes for seamless instruction.</p> <p>The YMCA coordinator helps organize and run the Math Homework Center.</p> <p>MESA, UW Pipeline and Sankofa volunteers tutor students in and outside of the classroom with their individual needs. All tutors are math and/or engineers</p>	<p>teachers teach these support classes. In addition to district led training on Read180 and System44, all instructors have been trained in Reading Apprenticeship and differentiated reading best practices.</p> <p>The YMCA coordinator helps organize and run the afterschool Writing lab.</p>	<p>Risk Factor students and their past successes with this focus group.</p> <p>Case Managers are proven experts in working with struggling students. Most are from the same community as many of our students and provide cultural connections in addition to academic/social/emotional support.</p> <p>The YMCA brings experts in their fields to the school building to support extended day learning</p>	<p>Specialists and Advisors will work with these focus students. The above staff members have participated in attendance conferences; Intervention Specialists are experienced case managers successfully serving students for the last 4 years.</p>	<p>Instructional Assistants, Case Managers and District ELL coach.</p>

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		majors.		opportunities.		
Partnerships and Collaborative Efforts	If a community partner is providing services, identify the organization and their role.	-YMCA (Math Homework Center and Tutor coordination) -MESA- (Summer Learning Program and after and in school tutoring) Pipeline and Sankofa Tutors- (In and after school tutoring)	YMCA (Writing Lab)	School Based Health Center (social/ emotional support) Asian Counseling Referral Services, Therapeutic Health Services, Atlantic Street Center, Sound Mental Health, and Consejo (social/emotional/ behavioral support) YMCA (after school programming/ tutoring)	School Based Health Center (social/ emotional support) Asian Counseling Referral Services, Therapeutic Health Services, Atlantic Street Center, Sound Mental Health, and Consejo (social/emotional/ behavioral support)	ADYA Sankofa (in/after school tutoring) REWA (off-site afterschool mentoring/tutoring)
	What is their specific expertise in helping you achieve	The YMCA is an established and trusted organization that manages coordinated	The YMCA is an established and trusted organization that manages coordinated	The SBHC provides medical and mental health services by Group Health employees.	The SBHC provides medical and mental health services by Group Health employees.	Both organizations make cultural connections while offering tiered and student focused tutoring for core

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your results?	events and community programs at Franklin. MESA, Sankofa and Pipeline Tutors are CBOS with current college students who are trained on how to successfully tutor students in designated subject areas.	events and community programs at Franklin.	events and community programs at Franklin.	All Community Agencies provide additional and necessary services including drug and alcohol counseling, family counseling and mental health services...etc. The YMCA brings experts in diverse interest areas to teach, tutor and mentor our students.	All Community Agencies provide additional and necessary services including drug and alcohol counseling, family counseling and mental health services...etc.	course subjects.
Why did you select this partner and what is your history with them?	The YMCA has provided tutoring, leadership courses and arts programs for our students; YMCA has directly served FHS on site for	The YMCA has provided tutoring, leadership courses and arts programs for our students; YMCA has directly served FHS on site for the past 2 years, but has a long withstanding	The SBHC has partnered with FHS for many years. They provide invaluable medical and mental health screenings and services.	The SBHC has partnered with FHS for many years. They provide invaluable medical and mental health screenings and services.	The SBHC has partnered with FHS for many years. They provide invaluable medical and mental health screenings and services. The agencies listed above have working in FHS for many	ADYA Sankofa provides ELD math tutoring for students who are receiving a C or below in Algebra or Geometry. They are able to blend cultural mentorship with core academic support.

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
		<p>the past 2 years, but has a long withstanding reputation in the community. The YMCA coordinator tracks attendance at the Math Homework Center and emails this list out daily to all teachers and staff. This example shows the integrated and collaborative relationship that already exists</p> <p>UW Pipeline tutors are subject specific, and</p>	<p>reputation in the community. The YMCA coordinator tracks attendance at the Writing Lab and emails this list out daily to all teachers and staff. This example shows the integrated and collaborative relationship that already exists</p>	<p>The YMCA is able to provide mentoring and tutoring services along with arts and leadership opportunities. We have had a direct partnership with the YMCA for more than 2 years.</p> <p>The agencies listed above have working in FHS for many years; however with our new SHIELD program, services are streamlined, systemic and documented.</p>	<p>years; however with our new SHIELD program, services are streamlined, systemic and documented.</p>	<p>Furthermore they use the first hour of tutoring to teach basic skills and the second hour to focus on current materials.</p> <p>REWA offers tutors and mentors for refugee and immigrant families as well as various programming to help these individuals achieve self sufficiency. They provide full wraparound services from tutoring to home visits.</p>

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
		<p>allows for higher Ed collaboration. UW Pipeline has served at Franklin for more than 5 years.</p> <p>ADYA Sankofa provides ELD math tutoring for students who are receiving a C or below in Algebra or Geometry. They are able to blend cultural mentorship with core academic support. Furthermore they use the first hour of</p>				

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
		<p>tutoring to teach basic skills and the second hour to focus on current materials.</p> <p>MESA is a CBO focused on mathematics, engineering and science. They provide educational enrichment experiences grounded using proven pedagogical strategies.</p>				
Leveraged Funds	If you are leveraging other funds to support these strategies,	LAP	NA	NA	NA	NA

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
	please identify them here.					
	How will other funds be used to support your strategy?	LAP dollars fund Algebra Labs.	NA	NA	NA	NA

*** These must be aligned with those in the Outcomes and Indicators section of the RFI. You will be held accountable for the proposed targets in your contract with the City’s Office for Education.**

COLLEGE AND CAREER READINESS PLAN

STRATEGY #1

1. **Curriculum.** We will use a cross-selection of curriculum from Navigation 101, College Access Now, and other supplemental college and career readiness resources, including but not limited to Collegeboard, Alliance for Education, and Northwest Education and Loan Association (NELA). In the 2012-2013 school year, the College Access and Career Readiness Program at Franklin High School will provide 9th grade students (adding a grade level each subsequent year) with a comprehensive combination of college access and career readiness activities. The advisory and/or academy structure schedule supported by staff, high school teachers and counselors, and other community-based organization partners will support the ongoing development and implementation of this work. Core program components for 9-12 grade will include: high school and beyond plan; assistance with the college search, application, financial aid processes and financial literacy; exposure to colleges locally and nationally; workshops for students on college culture and environment; personal strength and career mapping workshops.

In order to build a foundational understanding of student's personal strengths that will help them identify college and career interests, students will take an interest inventory through ConnectEDU. This inventory will identify student strengths and align these strengths with specific careers. ConnectEDU then aligns colleges that offer the appropriate major for student's desired career. Curriculum will also include admission requirements and expectations, so that they are able to weigh their high school progress against the expectations of their desired college. College knowledge activities will include college visits, post-secondary terminology scavenger hunts, understanding credits and GPA, and providing 9th graders with a core understanding that each year of high school directly relates to their access to post-secondary opportunities. Financial literacy activities will include life budgeting, individual career salaries, cost of college, return on your high school investment, and how to prepare to be financially stable.

2. **Implementation Model.** Curriculum will be delivered via advisories or through the academy structure, which are small grade-level groups of 15-20 students. Students will loop with their advisory and/or academy homeroom teacher for all four years of their high school career which allows for continuity and progressive sequencing in curriculum.
3. See attached Program Calendar.
4. **Assessments.** 9th and 10th graders will take the ConnectEDU inventories to assess interests/personal strengths. 11th graders will take the PSAT in October as required by Seattle Public Schools, receive PSAT preparation classes from College Access Now, and will be systemically signed up for the SAT or ACT with a FHS college readiness counselor.

5 & 6. **Assessments shared with student families.** Following the PSAT exams, there will be a student/parent/guardian feedback session with a Kaplan representative. This coordination will be

done with through partnership with the College Success Foundation who currently offers these sessions and has a long-standing relationship with Kaplan. At these sessions, students receive a narrative feedback report that includes strengths, areas for growth, and recommendations on how to improve specifically on the various components of the exam. Parent/guardians will attend these sessions with their student.

STRATEGY #2

Currently, our high risk factor students participate in Student-Lead conferences, at least once per year, to share academic progress, challenges, personal interest, and college and career goals. However, with levy funds, we plan to expand this opportunity to include all 9th grade students. In our first year, we plan to have teachers facilitate conferences simultaneously (i.e. 10 Student-Lead conferences occurring at the same time in a classroom). With over 350 students in our 9th grade, we have chosen to use this simultaneous model for efficiency as well as feasibility. To note, high risk factor and case managed students will continue to lead private Student-Lead conferences as this will better meet their needs. The preparation for a Student-Lead conference includes: self-reflection, personal interest survey, college and career research, school connectivity, goal setting, personal leadership, and technical writing skills (formal invitations, RSVP, thank you letter). Students are provided stem questions to prepare for conferences and each student receives verbal and written feedback from their parent/guardian and teacher following the conference. Franklin's past experience with Student-Lead conferences confirms that students feel more engaged, connected, and academically motivated as a result. Due to our population of students, family engagement, in its traditional form, is difficult; however, we have found Student-Lead conferences to be an effective means of bridging the gap between school and home.

COLLEGE ACCESS AND CAREER READINESS PROGRAM CALENDAR

Month	Focus	Learning Components
September	High School Roadmap: From 9 th Grade To College	<ul style="list-style-type: none"> • Difference between middle and high school; no more social promotion • Understanding credits & GPA • Building a competitive high school class schedule; college readiness courses
October	ConnectEDU: Personal Strengths Inventory	<ul style="list-style-type: none"> • Identify individual personal strengths
November	ConnectEDU: College & Careers that Fit You Student-Lead Conferences	<ul style="list-style-type: none"> • Based on personal inventory, identify career interests. Students will then research colleges that offer majors related to career interest
December	See Yourself as a College Student	<ul style="list-style-type: none"> • College visit to local university for a campus tour and student panel on the importance of gaining access to college
January	HS & Beyond Plan	<ul style="list-style-type: none"> • Fill out a roadmap of high school courses, college choices, and career plan
February	Paying for the Life You Want	<ul style="list-style-type: none"> • Based on the career choice identified through Connected U, students will research the salary and create a lifestyle budget
March	The College Application	<ul style="list-style-type: none"> • Students will fill out a mock college application to become familiar with the college application process
April	College Scavenger Hunt	<ul style="list-style-type: none"> • Students will visit UW Seattle and explore the college campus as well as college terminology
May	Career Day Student-Lead Conferences	<ul style="list-style-type: none"> • Students will meet professionals from various careers in a school wide career fair

*In subsequent years, 10th graders will receive college and career readiness curriculum that expounds on 9th grade; 11th 12th graders will be served school wide by College Access Now.

SCHOOL-BASED HEALTH CENTER PLAN

Franklin has developed a 9th grade academy model to increase personalization for students and further develop coherence of our curricula and assessments. Reviewing our school's risk assessment data informed us that we needed to differentiate supports and services to students. Franklin has developed a multi-tiered intervention/prevention program (SHIELD) whereby we provide wrap around services for many of our students based on individual needs. Our SBHC, network of community agencies, team of interventionists, and the infrastructure, including a 5 week progress monitoring system, provides academic and social/emotional supports. The implementation of the SHIELD program has resulted both in academic success as well as helped to create an environment of mutual support, respect and service at Franklin High School.

The Franklin High School SHIELD program addresses all issues that students may face whether it's social/emotional or academic.

Collaborative Planning /Targeted Referral and Follow-Up Process

The Social/Emotional wing of the SHIELD program is our CARE Team. The CARE Team consists of our School Based Health Center, Therapeutic Health Services, Sound Mental Health, Consejo, Atlantic Street, Asian Counseling and Referral Services, Deans, case managers, school counselors and the school nurse.

Referral Process for CARE:

Step One: Student, teacher, staff member completes a referral and submits to SHIELD box

Step Two: Each day, the Dean of students reviews referrals and divides for CARE

Step Three: CARE team disperses referrals to individual case managers based on grade level/need.

Step Four: Case Managers complete a review of referrals and prepare to provide an overview of student concerns by the next upcoming meeting to the CARE team agencies; at this meeting, the student will be paired with an appropriate agency for social/emotional services. Meetings with the SBHC and our community agencies occur on the 1st and 3rd Thursday's of the month. In this meeting, members of the SBHC provide necessary advice and strategies on how to best support individual students.

Step Five: Case Managers use our Google docs spreadsheet to input student referral information, academic interventions completed that week, as well as any indicators met each Friday by 4pm.

The staff of the Teen Health Center (SBHC) is an integral part of Franklin High School and our CARE process. They handle day to day crisis situations, give mental health support to a caseload of students, and help guide and make referrals to our community agency partners.

Our Teen Health Center, including the Nurse, has helped to coordinate special projects for professional development and educational opportunities. Q-TIHP(Quaker Teens Improving Health Problems) is one of these projects. Q-TIHP's vision is to provide accurate, unbiased, and useful health education. Q-TIHP is made up of a diverse student body from Franklin High School. Members are peer educators; they present information on health topics important to teens to classes at FHS and are resources for their peers and community. Throughout the year they receive weekly training on topics such as sexual decision making, birth control, abstinence, sexually transmitted infections, media literacy, suicide prevention, multi-cultural awareness, bullying, mental health issues, and more.

The school nurse and SBHC staff share work space and collaborate on a daily basis regarding students' health needs. They also work very closely with school staff members, including the administration. When a student crisis occurs, they both are called in to consult and

give their professional recommendation regarding each situation. At Franklin we have a higher rate of student crisis situations than most schools. Our student population comes to us with many challenges outside of the school house. It is our obligation and duty to give our students the necessary resources to help them cope with life's challenges. Our Teen Health Center and the school nurse will continue to be a guiding presence and integral part of the Franklin program.

Data Sharing & Targets

Franklin High school and our SBHC share student information on a daily/weekly basis. We have created a Google document that gives daily/weekly updates and access regarding student's academic and social emotional interventions. The data is reviewed every two weeks to identify students that are making progress and those that might need additional support. Ms. Varlinsky and The Teen Health Center help preserve HIPPA and FERPA considerations by always reminding school staff and community partners of the limited information sharing that can occur in certain areas.

Logistics

Our key SBHC contact is Lennae Varlinsky. She works very closely with Assistant Principals, Keith Smith and Amber Fields as well as the entire staff. Ms. Varlinsky is a member of the CARE Team that meets in the 1st and 3rd Thursdays of each month. She is an integral part of the referral process and always gives relevant information to our community partners. Aside from the bi-monthly scheduled meetings, Ms. Varlinsky has informal meetings with administration when they are needed. She continues to be the point person regarding crisis situations and helps guide the necessary social/emotional interventions for Franklin students.

MANAGEMENT AND OVERSIGHT PLAN

Tracking to Results

Every five weeks Franklin produces a progress monitoring report. This report is sent to all staff members and analyzed by leadership. This report tracks data directly connected to our CSIP and District School Report. We assess all areas of the school including attendance, core course passage rates, state testing progress, and discipline. This data allows us to make any necessary programming adjustments. Data continues to drive our instructional practices, professional development, and future direction. We have developed assessment models in literacy and math which include systemic baseline diagnostics in core content areas and frequent common assessments/benchmarks. Assessments enable teachers to monitor student growth and make pedagogical adjustments when necessary.

Our 9th grade program has a Dean of students, Cara McEvoy, who oversees the day-to-day operations of our program. She collects, monitors, and analyzes the 9th grade data and creates the 5-week progress monitoring report. This allows us to make program adjustments in a timely fashion (i.e. this year when we saw that some of our math deficit students in Algebra and Geometry were struggling, we made a program adjustment by adding 1 Algebra Lab section and 1 Geometry Lab section). Without the progress monitoring system, Franklin would not have been able to identify those struggling students and give them the necessary support to be successful. This system also aids support from community-based partnerships to address specific student academic and social/emotional needs. For example both MESA and the YMCA have been very active in providing weekly support in tutoring for both math and literacy, while the Breakfast Group has developed a leadership class for young men of color.

Our 9th grade team meets informally on a daily/weekly basis during lunch and after school. Additionally, each 9th grade team has common planning periods. These meeting opportunities, as well as a monthly ALL 9th grade staff meeting, allow a high degree of collaboration. At the start of the year, all of our incoming 9th grade students are given a wide range of assessments: the Degree of Reading Power (DRP) to measure reading comprehension, on-demand essays scored with a HSPE rubric to establish baseline writing skills, and MAP testing to verify skills and correct placement. These assessments are used to evaluate the skill strengths and weaknesses of each student. Once the diagnosis is made, teachers actively use a variety of strategies to help students improve their skills as needed. These methodologies include Project-Based Learning, Socratic Seminars, and Reading Apprenticeship strategies. Further, our diagnostic baseline assessments allow us to target students that need additional support. Students well below grade level make up our Risk Factor cohorts. We carefully develop sections of L.A., Social Studies, Science, and Math that are dedicated to students with high-risk factors. These students have skill deficiencies, attendance issues, and behavioral issues. The program is designed to accelerate learning such that the skill gap is closed dramatically by the end of the 9th grade year and focus students have the full battery of course options at the start of the 10th grade year. These classes have 20 or less students, have expert instruction and additional push-in expert supports during instructional time. Outside of class, these students are case managed by our School Relations Assistant. He carefully tracks their progress and communicates details with teachers and families as well as provides motivational coaching.

Throughout the school year Ms. McEvoy, the 9th grade Dean of students, constantly communicates with the 9th grade teaching teams of teachers. She shares the 5-week progress monitoring data, which includes current grade breakdowns of each teacher's class. Additionally, every two weeks Ms. McEvoy issues "Get it Together" notes to every student who is failing one

or more classes and monthly uses the School Autodialer to notify families of their student's failing grades. Finally, our 9th grade case manager, Mr. Craig Jackson, consistently communicates with students, teachers, and families regarding interventions and next steps.

Franklin is in the forefront regarding monitoring our students' progress. With our powerful 5-week progress monitoring system, our hands-on case management, and our SHIELD program that addresses struggling student's academic and social/emotional needs, Franklin has positioned itself to be a model program. With our high poverty rate, over 70%, and our mostly non-white student body, 96% minority, we need to continue to enhance our support services and increase our opportunities to build positive relationships with them outside of the classroom. With both high quality instruction and support from case managers outside the classroom, our students have the best chance to succeed. Our track record of increasing student performance reinforces our theory of action. We are confident that with more strategic resources we can make even greater gains. Our demographics demonstrate that our population continues to grow in its complexity. So, too, must our resources in order for us to sustain and increase student success.

When a student is struggling academically, it is often a result of one of the following:

- Time Management
- Organization
- Lack of understanding of course content
- Attendance (physical & mental)
- Life/family/social issues
- Not studying after school (not attending homework sessions to ensure work is getting done)
- Poor relationship with a teacher or with school overall

Ongoing professional development for case managers continues to develop our collective skills to identify and address student challenges and barriers to success. Once issues are identified, case managers help students implement appropriate strategies. When first-level strategies do not positively impact student's success, our case managers make a referral to the AIT (Academic Intervention Team) for second-level case management. The process for the AIT is the following:

Referral Process for AIT:

Step One: Student, teacher, or other staff member completes a SHIELD referral and submits to SHIELD box.

Step Two: Each day, the Dean of students reviews all referrals and divides students according to case manager.

Step Three: Case managers implement academic interventions immediately utilizing the Intervention Toolkit.

Step Four: AIT team meets to discuss high need students

AIT Meetings occur bi-monthly with case manager, counseling staff, Academic Intervention Specialist and Deans to complete an in-depth review and strategize interventions for high need students (failing 3 or more courses, insufficient credit, low test scores). Up to date student data is sent out prior to meetings.

Step Five: Each week case managers input data into our Google docs spreadsheet regarding student referral information and interventions completed that week.

Additionally they communicate appropriate information to students' teachers, families, and any community partnership working with the case managed students.

All case managers (intervention specialist and Deans) meet with their students on a daily/weekly basis to ensure that interventions and progress is being made. When students are not progressing adequately case managers refer them to our SHIELD (S(Survey Data) H(Hone-in on focus areas) I (implement interventions) E(collect/monitor Evidence) L(look at progress indicators) D(determine next steps)) program for additional services.

Leadership, Planning, and Implementation

Franklin's decision-making is data-driven and collaborative. First, the administration carefully reviews data every five weeks in order to identify any gaps or drops in performance. Next, the administration meets with the leadership team to brainstorm strategies and possible program changes to address these needs. Ms. McEvoy and Mr. Smith, the Assistant Principal, consult and review data on a continual basis and will surface options to address whatever adjustments are needed to help promote student success. After surfacing several options, the entire 9th grade team gives input and suggestions regarding next steps. Teachers are also encouraged to suggest program changes and adjustments by forwarding a formal proposal to the 9th grade Dean of Students who then reviews the proposal with the Assistant Principal that oversees the program. Teacher proposals must be data-driven and vetted by the entire team before being implemented.

Our community partners, including but not limited to CAN, MESA, Breakfast Group, and the YMCA continue to be valuable collaborators with Franklin High School. During the RFI process we met with each of our community partners to discuss current programming and how we can expand to include more students and increase success. We have standing monthly meetings with each partner to review and monitor who we are serving and the impact of the services. Both Franklin and its partners put student success as the driving force in our collaborative efforts.

Although there are important personnel throughout our 9th grade program, the key person within Franklin High School's 9th grade program is Cara McEvoy. Ms. McEvoy facilitates the monthly meetings, and collects, monitors, and analyzes student data. She is the liaison with administration and keeps them informed about all aspects of the program. Her passion along with her incredible skill set makes her an invaluable and key person in overseeing the program. Listed below are the contact persons from each of our key partner organizations:

- CAN- Frank Wagner and Jennie Flaming
- School Based Health Center- Lennae Varlinsky
- MESA- Jarman Hauser
- YMCA- Mike Hodapp and Erica Mullen
- Atlantic Street Center- Paula Womack
- Asian Counseling and Referral Center- Claire de Leon
- Sound Mental Sound- Thomas Brasted and Eun Ku
- Therapeutic Health Services- Jonette White
- ADYA Sankofa Tutors- Ahmed Agyeman
- Project Mister- Paul Mitchell and Ernie Dunston

As a result of common planning infrastructure, informal team meetings, formal monthly meetings, and our 5-week progress monitoring, Franklin's 9th grade program can quickly identify components that are not successful. For instance, although our attendance rates are relatively

strong, we are not yet satisfied with these results. Due to our many diverse cultures, we often have students leaving school for weeks in order to participate in family, religious, and cultural events as the traditional academic calendar does not always support the needs of other cultures. In response, we have made plans to increase outreach to families and cultural community centers in order to stress the importance of attendance and education. Data shows attendance has a direct correlation to academic success. Each year we create plans for students with high risk factors as well as students that are comprehensively prepared for high school. Every year we receive more students that need additional support; therefore, building in extended school day opportunities, extended school year opportunities, alternative on-line opportunities, as well as making program adjustments, creates necessary access to programs and gives our students the best chance to succeed. Further, as students join our community all year long, our flexible programming allows us to meet students where they are and immediately set a course toward graduation rather than waiting for semesters or school years to begin.

Franklin is fortunate to have both a very supportive Principal, as well as a very supportive Executive Director, Nancy Coogan. Ms. Coogan works very closely with Franklin High School and receives our 5-week progress monitoring data and gives great feedback regarding solutions and next steps. She has attended 9th grade team meetings and has given insight into best practices including professional development focused on grading practices. We are fortunate to have leadership at the district level that gives us the support and guidance needed to be successful.

Franklin is a high poverty school that receives FRL (Free and Reduced Lunch) discretionary monies to help support our students that need additional support; however, due to high need building-wide we are unable to concentrate those funds solely at the 9th grade level. Consequently, levy dollars have been essential to many of our current successes at 9th grade. Without the levy grant, Franklin would not be able to have: lower class sizes and focused supports for the students with the greatest needs inside core content classrooms, a 9th grade Dean of Students, a 9th grade case manager and intervention specialist, extended school days, extended school year, or alternative programming through online courses.

Previous success

At Franklin we stay on top of national best practices as well as carefully monitor local program and context that helps us anticipate barriers to student success and development. The administration works closely with teacher leaders to brainstorm the development of new programs and innovative ways to demonstrate proficiency in any given area. As a result of that style of leadership in programming, Franklin has developed an extensive student intervention program including an extended community network of area agencies and community partners that allow us to implement wrap-around student services.

At Franklin we are proud of the continuous upward trend of test scores that often exceed district and state averages and nearly closing the achievement gap for students in poverty in literacy and math. We are further proud of our graduation rates, dramatically declining drop-out rates, and high attendance rates, all in the face of increasing adversity, increasing concentration of students with complex lives, and declining resources. While there is no substitute for high-quality instruction in the classroom, effective building-leadership is also essential to overall school success. Outside of the levy, FHS has not received hyper-funding like our sister schools with similar demographics even though our caseload of high-needs students is much larger. In short, we believe dollar for dollar we have the best results in the state for our demographic. By

better preparing our 9th graders we have seen more success school wide. Even though Franklin's test scores have been steadily improving for the better part of a decade, as a result of levy dollars we have been able to get more granular on our data analyses resulting in increased individual and differentiated programming and interventions for students, increasing 9th grade performance across the board. In our 9th grade program the attendance rate has improved to 95%, students passing all core classes has increased to 80%, 9th graders on-time promotion to 10th grade has increased to 80%, and student behavioral referrals are dramatically reduced.

Over the last couple of years, Franklin has been able to build a program that is on the verge of becoming a model for others to study. We have implemented a progress monitoring system, wrap around services, case management, alternative programming, plus other forward-thinking initiatives. We partner with various community agencies to better serve our students inside and outside the classroom. We understand what is at stake for our students and will give them every opportunity to succeed. At Franklin High School "FAILURE IS NOT AN OPTION." We will continue to pursue any and all avenues to better serve ALL of our students.

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
24001438	.5 Academic Dean		\$40,057	<i>The 9th grade Dean of Students is responsible for helping coordinate the 9th grade program. The Dean works closely with the School Relations Assistant, Intervention Specialists, and the teachers to coordinate student interventions. She collects and analyzes all data in order to monitor the progress of individual students and the 9th grade as a whole. In addition, the Dean coordinates with teachers to provide and support professional development opportunities. Finally, the Dean acts as liaison between teachers, intervention specialists, administration, instructional coaches, district staff and those who oversee the grant at the city level.</i>	ALL	ALL	ALL
20210537	Dean Stipend		\$1,013		ALL	ALL	ALL
39106880	School Relations Assistant		\$42,249	<i>This position oversees all 9th grade case management. Struggling students are identified via weekly grade checks and/or SHIELD referrals, resulting in intensive case management services which includes: academic coaching, parent contact, teacher conference, daily/weekly progress reports, tutoring, and program adjustments as needed. The listed interventions are then tracked and progress is monitored. This position also works closely with the SBHC and partnering agencies to provide students with social/emotional support services.</i>	ALL	8th to 9th Grade Transition, Social/Emotional/Behavioral Health Support, Family Involvement	9th graders promoting on time to 10th grade, Students passing core courses, Students absent fewer than 5 days per semester
39106880	.25 ELL School Relations Assistant	\$12,341	\$12,341	<i>The ELL Case Manager will be designated to track and monitor student progress and implement targeted interventions. Franklin has a rapidly growing ELL population, thus we are in great need of a position that is responsible for implementing intervention and tracking ELL students' academic progress, test scores and attendance.</i>	English Language Acquisition	Social/Emotional/Behavioral and Health support, Family Involvement	ELL gains on WELPA

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
23201210	Additional Staff	\$165,000	\$165,000	These monies will help us fund 1.0 Math teachers and 1.2 9th grade team teachers (We strategically use Levy dollars to fund the more junior of these teachers in order to get the most out of these funds). These teachers work with 9th grade focus students. The levy funds allow for smaller class sizes in the Risk Factor cohort group.	Math/Science	Extended in-school learning time	Students meeting standards on State Tests, Student gains on math MAP, Students passing core courses
	Mid-Year Indicator Performance Pay (7.5%) - Earned in March	\$15,000	\$26,250	If we earn mid-year performance pay, we plan to fund in-school educational opportunities and field trips. These include theater and poetry performances and trips to local colleges and universities. We will also fund professional development for our 9th grade and ELL teachers and staff; we hope to send another group of teachers to the Sound Grading Practices Conference. Finally, the performance pay will provide needed money for Extra-time worked by staff. This extra time includes: Student Led Conferences, College and Career curriculum planning, ELL home visits, extended day tutoring and monthly 9th grade meetings	ALL	ALL	On time promotion, Students meeting standard on state tests, Students making gains on math and reading MAP, Students passing core courses, Attendance
	End-of-Year Indicator Performance Pay (7.5%) - Earned in June	\$15,000	\$26,250	If we earn end-of-year performance pay, we plan to fund summer credit retrieval opportunities for 9th grade students who failed core courses. It will fund extra time for teachers to supervise and coordinate the credit retrieval courses.	Passing Classes	Extended in-school learning time	9th graders promoting on time to 10th grade, Students passing all core courses
	End-of-Year Outcome Performance Pay (10%) - Earned in September	\$20,000	\$35,000	Based on an analysis of our end of year data, we will determine where our deficits are and create programming that addresses areas of need. This could include additional academic programming, staffing, and professional development.	ALL	ALL	ALL
	Total:	\$227,341	\$348,160				