



Ensuring learning while challenging each student to reach full potential...

Franklin Elementary School Improvement Plan

School Year –2012-13

Goal Area(s)	K-5 Math
Specific Goal/ Objective(s)	Improve Student Learning in the Area of Math
Target Outcome/ Measure(s)	Measures/Indicators of Improvement: <ol style="list-style-type: none">1. MSP Results – 3-4-5 Combined Math – 75% as measured by Spring 2013 MSP (One Year Goal)2. MSP Results – 3-4-5 Combined Math – 80% as measured by Spring 2015 MSP (Three Year Goal)3. MAPs Results – K-5 Combined Math – Percentage of total students making one year + progress – Goal 70% as measured by 2012-2013 MAPs Dynamic Reports. (One Year Goal)4. MAPs Results – K-5 Combined Math – Percentage of total students making one year + progress – Goal 80% as measured by 2014-2015 MAPs Dynamic Reports. (Three Year Goal)



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Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
Bill Holman will meet with and survey all staff over summer months to help build his understanding of strengths and areas of growth for Franklin Elementary. This will also help him gather consensus for title-I model decisions and future action plans needed.	1. High Levels of Collaboration & Communication	
Using the TPEP (Teacher Principal Evaluation Pilot) process and Charlotte Danielson framework, Principal will work with classroom teachers to improve core classroom instruction specifically in the area of math.	1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning	Time with Full Staff Time with Individuals
Continue support for struggling students with the extended day math program. Students come to school 30 minutes before or stay 30 minutes after to work in computer lab using the Dreambox math program. This program provides students with extra practice in conceptual problem solving skills.	Alignment with PSD RtI plan: Providing additional time and practice to struggling strategic students; Providing skill specific interventions to struggling intensive students.	Title-I funds from 2012-13 – Funding 120 students “seats” for the 2013-14 school year.
Continue support for students in the summer months by providing a 5 week, 2-hour summer learning program. Students work through four learning stations each day working on reading and math skills.	Alignment with PSD RtI plan: Providing additional time and practice to struggling strategic students; Providing skill specific interventions to struggling intensive students.	Title-I funds from 2012-13 – Funding for staff timeslips. Approx. 40 hours of total time for one certificated staff member and multiple classified staff.
Focus collaboration time toward math improvement. Three levels of team collaboration: 1. Grade levels/ weekly; 2. K-5 classroom team/ Monthly; 3. PSD District Collaboration.	1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development.	

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development.



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Measurement of Target Outcome (One Year & Three Year Goals)

We hope to see clear and measurable patterns of improvement across these four measures...

- 1. MSP Results – 3-4-5 Combined Math – 75% as measured by Spring 2013 MSP (One Year Goal)**
- 2. MSP Results – 3-4-5 Combined Math – 80% as measured by Spring 2015 MSP (Three Year Goal)**
- 3. MAPs Results – K-5 Combined Math – Percentage of total students making one year + progress – Goal 70% as measured by 2012-2013 MAPs Dynamic Reports. (One Year Goal)**
- 4. MAPs Results – K-5 Combined Math – Percentage of total students making one year + progress – Goal 80% as measured by 2014-2015 MAPs Dynamic Reports. (Three Year Goal)**