

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Phyllis Gibson

Official School Name: Franklin Elementary School

School Mailing Address:

410 W 2nd

Junction City, KS 66441-3033

County: Geary State School Code Number*: 7602

Telephone: (785) 717-4380 Fax: (785) 717-4321

Web site/URL: www.usd475.org E-mail: phyllisgibson@usd475.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Ronald Walker

District Name: USD 475 Geary County Tel: (785) 717-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Anwar Khoury

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 14 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 17 | TOTAL |

2. District Per Pupil Expenditure: 9554

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 18 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	21	21	42	7			0
1	18	18	36	8			0
2	24	15	39	9			0
3	23	22	45	10			0
4	11	15	26	11			0
5	13	16	29	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							217

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
0 % Asian
14 % Black or African American
20 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
54 % White
9 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 35 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	63
(4)	Total number of students in the school as of October 1.	181
(5)	Total transferred students in row (3) divided by total students in row (4).	0.348
(6)	Amount in row (5) multiplied by 100.	34.807

8. Limited English proficient students in the school: 12 %

Total number limited English proficient 25

Number of languages represented: 2

Specify languages:

German and Spanish

9. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 148

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>10</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>11</u>	<u>4</u>
Total number	<u>31</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	94%	94%	95%
Daily teacher attendance	97%	97%	97%	96%	96%
Teacher turnover rate	13%	7%	17%	17%	6%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our daily student attendance was slightly below 95% during the 2005-06 and 2006-07 school years. We attribute this drop to the number of students whose parents were being deployed overseas. Families are allowed block leave prior to deployment as well as during R and R, and following the parent's return.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

Franklin Elementary School is one of seven elementary schools in Junction City and one of fourteen in our school district. Five of the schools are located on Fort Riley, which is the military base adjoining the city and two smaller communities on the outskirts of the city. The district encompasses Junction City with a population of approximately twenty-thousand and Fort Riley, which is home to over forty- thousand soldiers and dependents. The impact of the Big Red One First Division returning to Fort Riley is resulting in a substantial increase in the population of the area. This influence has created a wealth of diversity and unique challenges for schools. This is reflected in our current enrollment of 222 as of September 20th with approximately 33% of our student body being minority.

Franklin School's attendance boundaries have remained the same while our demographics have changed. Our area was once comprised of older homes and some small single family "starter" homes. Many of these homes have remained vacant for the past few years, but with some upgrading, near full occupancy is now the norm. This is connected to the number of military families needing housing off-post. Two areas in our attendance center serve as temporary housing. Several motels serve as temporary housing for families waiting to receive quarters on post. The "Open Door" facility provides housing for homeless families with an average stay of two to three months.

Franklin Elementary serves students in kindergarten through fifth grade. We have a total of ten classroom teachers with two classes of each grade level in four of the grade levels and one class in two other grade levels. This varies from year to year depending on enrollment numbers. Our kindergarten is a full day, all day program. We have a vocal music class, a multi-purpose room that serves as a physical education classroom and lunchroom, and a library media center. We have two mobile computer labs with thirty computers in each cart. The majority of our Special Education services are provided in inclusionary settings; however, a room is available for pull-out services, as needed. Special Education services provided include Interrelated/Resource, Social Work, Speech and Language, Extended Learning, Physical Therapy, Occupational Therapy, and Hearing and Visually Impaired.

The composition of the faculty and staff helps us meet the varied and diverse needs of our students. Forty-seven percent of the teachers have over ten years teaching experience, forty-seven percent have their master's degree, and we have one national board certified teacher. Our classified personnel, who work directly with students have either a minimum of sixty college credits or have passed an assessment of academic proficiency.

Our school's mission statement is "To encourage all students to become lifelong learners". Our philosophy is based on the teaching approach that integrates all subjects across the curriculum. This approach involves children in making decisions about what and how they learn within the framework of the district curriculum. This philosophy accepts children where they are and then extends their experiences while building their skills. We focus on what the students can do rather than on what they cannot do. As the student experiences success, there is an increase in self-confidence. We strive to achieve a family-like atmosphere where everyone feels safe and respected, while being held to high expectations. We have minimal turnover in our certified and classified staff, which enables us to maintain a strong collaborative atmosphere among ourselves, which extends to the students and their families. It is common to receive positive comments from visitors to our building on the warm and friendly reception they experienced while in our building.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Kansas administers State Assessments in Reading, Math, Writing, Science, and Social Studies. Tests were developed by the Center for Educational Testing and Evaluation at the University of Kansas based on State and National Standards in each of the content areas. These standards are located on the Kansas State Department of Education website, www.ksde.org. The reading and math assessments are administered online to students in third, fourth, and fifth grade. These assessments are part of the Quality Performance Accreditation process.

To meet the Kansas Standards students are expected to perform at the Meets Standard level, or above in reading and math. To achieve the State Standard of Excellence a school must have at least 25% of students achieving at the Exemplary level and no more than 5% at the Academic Warning level.

Our performance data for the Kansas Reading Assessment for third through fifth graders is reported using the following performance levels and percentage cut points:

- Exemplary (88-100): Student independently demonstrates the ability to go beyond the text consistently.
- Exceeds Standard (80-87): Student independently demonstrates inferential understanding within a text.
- Meets Standard (68-79): Student demonstrates a literal understanding of text with instructional support before, during, and/or after reading.
- Approaches Standard (57-67): Student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete.
- Academic Warning (0-56): Student does not meet any of the preceding criteria.

Reading Assessment scores have shown a trend of movement from lower to higher levels of performance over the last five years. Ninety-seven percent of our students performed at or above the Meets Standard performance level in 2009 and 0% at the academic warning level. We received the Standard of Excellence award for Reading in 2005-2009.

Our performance data for the Kansas Math Assessment for third through fifth graders is reported using the following performance levels and percentage cut points:

- Exemplary (88-100): Student demonstrates superior knowledge and a comprehensive understanding of all mathematic standards (number sense, algebraic concepts, geometry, and data interpretation).
- Exceeds Standard (78-87): Student demonstrates a high level of knowledge and comprehension within at least three of the four standards.
- Meets Standard (62-77): Student demonstrates sound knowledge and understanding within four areas of the standards, but may not be able to apply his or her understanding within each of the four areas.

- Approaches Standard (54-61): Student is having difficulty consistently demonstrating basic skills, concepts, and procedures across one or more standards.
- Academic Warning (0-53): Student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

Math Assessment scores have shown a trend of movement from lower to higher levels of performance over the last five years. Ninety-nine percent of our students performed at or above the Meets Standard performance level and 0% at the academic warning level. We earned the Standard of Excellence in Math in 2003-2009.

The past five years have not reflected any consistent gaps in our disaggregated subgroups. Although some of these groups are statistically insignificant in our tested population, we continue to monitor all groups at each grade level. Additionally, our school has received the Governor's Achievement Award in 2007, 2008, and 2009. To receive this honor, the school must have been among schools in the top 5% in reading and math on the state assessments. Our school also earned the State's Challenge Award in 2002, 2003, 2005, 2008, and 2009, which is based on test results and other qualifying factors such as sample size, ethnicity, and socio-economic status of those taking the State Assessments.

2. Using Assessment Results:

Franklin School teachers make decisions regarding student instruction, selection of curricular materials, and professional development activities. When making these decisions, teachers use formative and summative assessment data. Quarterly formative assessments and Criterion Reference Tests in math, reading and writing are given to kindergarten through second grade. State assessments and quarterly formative assessments are given to third through fifth grade students. These assessments are used to determine current levels of achievement and are based on state standards and model state assessment formats. Test results are used to identify students needing differentiated and/or supplemental instruction, which may include tutoring before and/or after school. Quarterly, Formative, and District Criterion Referenced Test results are entered into Infinite Campus, a data base used by the district. These results are entered so other teachers in the building and Central Office administrators can analyze the data at any time. Parents are able to check on their child's performance through a parent portal on the district's intranet site. Quarterly scores are sent home for parents to see the progress their child has attained.

Any time a particular student is not meeting grade level expectations, the teacher initiates an Elementary Student Action Plan. Parent contact is made and the plan is developed jointly between the teacher and the family. After implementing the plan, if the results indicate that sufficient progress is not being made, the student is referred to a Student Improvement Team. This process involves a core team of teachers, parents, and outside resources to formulate a plan for student success. These plans for student success are monitored and revised by the team to ensure best teaching practices. Test data is analyzed routinely by the Franklin staff at team focus meetings and School Improvement Team meetings. Teachers meet quarterly with the Principal to share and discuss each student's progress, which enables the teacher to adapt the instruction for continued student achievement.

3. Communicating Assessment Results:

Franklin Elementary works conscientiously to communicate academic progress with students, parents, and our community. Fifth grade students carry an agenda to relay information between school and home. Homework folders are used in kindergarten through fifth grade to clarify objectives and report academic growth. Teachers communicate expectations and progress with students in individual conferences and class meetings. Franklin Elementary distributes a monthly newsletter to families showcasing successes, clarifying expectations, and post current school events. The monthly Site Council meetings update members on student performance and building expectations. Outstanding student luncheons are held monthly to recognize those individuals who display strong interpersonal skills and high motivation in the classroom. Luncheons give the principal an

opportunity to dialogue with a sample group concerning students' perspective. Mid-term grade summaries are sent home to notify parents of student progress and concerns. Grade reports are sent every quarter and grades are available on the Infinite Campus portal for families to view. Student-Parent-Teacher conferences occur twice yearly during the first and third quarters of school with ninety eight percent of families participating.

Each year we make a presentation at a Board of Education meeting, reporting student achievement on state and district assessments as well as progress toward the stated goals in our School Improvement Plan. Each spring we hold a School's in Review night. Assessment scores are shared, student work is displayed and students, parents, and community members are invited to be actively involved with various hands-on activities related to our curriculum. Franklin's web page is a public forum for families to view our monthly newsletter and school-wide academic awards earned for curriculum success as well as service to the profession. This web page includes links to the school library online catalog, academic learning sites, and the Kansas Department of Education student database. These links allow easy access from any computer with Internet capabilities.

4. Sharing Success:

Franklin School feels very fortunate to be a part of a district that has a strong commitment towards teachers taking leadership roles, working in collaboration with fellow educators, and sharing ideas at the building, district, regional, and State levels. There is a district Curriculum and Instruction Advisory Council (CIAC) that provides an opportunity for each building to share formative assessment plans, School Improvement Plans, and Multi-tiered System of Support plans. Presenting schools receive feedback pertaining to best teaching practices and research-based strategies that have led to student success. Representation on the CIAC by at least two Franklin faculty members each year allows for valuable professional growth. Franklin School was a national site for the research portion of the Harcourt "After School Mathematics Program" from 2005-2007. A member from our faculty was appointed to facilitate research protocol and evaluate participating educators. This insured validity and research and reliable results for our staff to use for future instruction.

Franklin staff shared the insights of the program at the 2006 Kansas Association of Teachers of Mathematics conference. District Professional Development days are built into the calendar throughout the school year, allowing numerous opportunities for successful strategies to be shared. Building level staff development activities provide grade level teachers time to collaborate with resource staff for cohesive planning.

District grade level Learning Labs provide an opportunity for staff teams to collaborate with the curriculum and instruction department. Franklin staff has presented at these meetings to share concepts and exchange strategies with other buildings in our district. We have presented in-district and at state conferences, sharing in the areas of technology, math, reading, music, and physical education. Several staff members have presented to the district Administrative Council some of their innovative practices. Our members also work on district curriculum and alignment task forces in all core subject areas.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum in each of the content areas is comprehensive and based on National, State, and District standards with high expectations for student achievement. Franklin Elementary follows the Kansas Standards for all core subjects. They have been correlated closely with each content area, either by the publisher or the district, as needed to ensure reliability of instruction.

Franklin teachers and staff implement the Everyday Mathematics curriculum. This program spirals instruction of the five mathematics strands of Number Sense, Algebraic Concepts, Geometry, Measurement, and Probability and Statistics. K-5 students participate in math activities to preview, study and review skills necessary for success in conceptual understanding of the State Standards. Additionally, appropriate mathematical vocabulary is taught and used in technical writing, which explains reasoning as students solve single and multi-step problems.

We use the Success for All KinderCorner Reading Program in kindergarten and the Roots Reading Program at the first grade level. KinderCorner focuses on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension. Roots focuses on phonics instruction supported with decodable stories, instruction in fluency, and comprehension. The Houghton Mifflin 2008 reading series for 2nd-5th, includes multiple opportunities to practice core reading strategies and integrates reading, vocabulary, and spelling instruction with each story. There are many options for writing in the content area, connections to other subjects, and differentiation within the reading strategy instruction.

The Lucy Caulkins series and the six-trait writing model drive our writing instruction. Students are taught the six writing traits and rubrics for a better understanding of the requirements for quality writing. Student writing is assessed using the six-trait writing rubric and monitored for growth, quarterly.

The Harcourt Science curriculum uses methods of inquiry based investigations incorporating the science process skills into the areas of Life Science, Earth Science, and Physical Science. Instructional units contain investigations, vocabulary, hands-on activities as well as home link activities to extend the concepts.

Social Studies instruction includes the Harcourt Brace 2000 curriculum and research-based theme units. These correlate with the State Standards and increase the number of hands-on and differentiated instructional activities in collaboration with the text. The themes enable the students to view the world around them by making connections to the past and present.

The Health and Human Sexuality curriculum was designed by educators and diverse members of the community using guidelines outlined by the Kansas State Department of Education. The focus of the program is respect for self and others and teaches age appropriate concepts, human sexuality, and HIV with an emphasis on abstinence.

The Physical Education curriculum, *The Physical Essentials*, builds on the Health curriculum and emphasizes the need for physical fitness as a part of a healthy lifestyle. Students are taught physical activities and encouraged to find something they enjoy from the many choices that they can incorporate into their lives in an effort to stay healthy and active.

Music instruction exposes students to a range of musical experiences. Students are actively involved in using a variety of hands-on tools to make music and learn rhythmic patterns. Our Physical Education and Music teachers strive to integrate core curriculum standards with their own. Twice a year grade levels are combined to provide a performance for families and the community.

Technology enhances our goal areas of math, reading, and writing, which include Excel, PowerPoint, web cams, digital cameras, key boarding, scanners, SmartBoards, and Elmos. Our library media curriculum is integrated with all academic content areas. Additional pieces of our curriculum for grades K-5 include the Olweus Bullying Prevention Program, the Multi-tiered Support System, and the Second Step Violence Prevention Program. The D.A.R.E. Program is conducted in grades one, three, and five.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Franklin's School Improvement Plan goal for reading is to improve students' reading and comprehension skills. Our strategies include retelling a passage or story and developing vocabulary in narrative and expository text orally and/or in written form. Our reading program consists of Success for All in kindergarten and first grade, while second through fifth grades use the Houghton-Mifflin reading series.

The Success for All reading roots curriculum is a research-based beginning-reading program that provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, instruction in fluency, and comprehension. According to the Success for All Foundation's research, ninety minutes of daily reading instruction and twenty minutes of nightly reading is the building-block for improving student's reading. Students are assessed and regrouped according to their reading level every quarter to ensure they receive the most focused instruction and to determine tutoring needs. The goal in tutoring is to provide individualized instruction based on instructional needs twenty minutes daily to assist students experiencing difficulty with classroom instruction.

Cooperative learning is established throughout the program, while focusing on individual accountability, common goals and recognition of group success.

The kindergarten program called KinderCorner fosters the development of children's language, literacy, interpersonal and self-help skills, science, and social studies concepts. The focus on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension creates a solid foundation for reading.

The district's adopted reading series provides core instruction for students in second through fifth grades using guided reading strategies. Based on individual assessments, frequent monitoring of progress and teacher collaboration, each student is placed into flexible groups where instructional materials and differentiated instruction match student ability. These groups meet daily for ninety minutes. Time is also provided for self-selected reading. Cooperative learning continues to be an essential component, focusing on individual accountability, common goals, and recognition of group success.

3. Additional Curriculum Area:

Franklin's math goal in our School Improvement Plan is "students will improve their mathematical knowledge and application". Students need the most effective strategies to be successful in math, which is a part of our mission statement to encourage students to be lifelong learners. Our two primary strategies within this goal are: 1) use of hands-on materials to enhance student knowledge of geometric concepts, and 2) use of mathematical models to demonstrate equivalent representations of math facts.

Everyday Mathematics is a spiraling, solid, and rich curriculum that provides students with the tools and skills they will need to live and work in a technologically complex world. This program allows skills to be presented and reinforced in kindergarten through fifth grades. Lessons are structured to begin with the concrete and move to the abstract in a three part plan that focuses on lesson objectives, provides ongoing practice for students, and addresses individual student needs. Our use of the Everyday Mathematics Program has allowed us to insure that National, State, and District standards are incorporated into daily hands-on lessons, which introduce students to problems using number sense, algebraic concepts, measurement,

geometry, probability and statistics. Everyday Mathematics offers “EM Games”, which include games played in the classroom and on-line that can be used with the computer lab or at home.

Additional components of the program include Daily Word Problems, Math Messages, and Math Minutes, which enhance basic skills. Teachers supplement the curriculum with resources such as The Problem Solver, Groundworks, and Roads to Reasoning. Word walls listing mathematical vocabulary are also displayed so that students can consistently make connections to correct usage. Our students have shown a continual trend of improvement with their understanding of mathematics as demonstrated by our third through fifth graders achieving the State Standard of Excellence in Mathematics in each of the last seven years.

4. Instructional Methods:

Franklin Elementary teachers use a variety of instructional methods to improve student learning. We have developed goals of math, reading, and writing in our School Improvement Plan on research-based practices that we felt would have the greatest impact on student achievement. Our students are taught strategies they can apply to improve their reading comprehension, mathematical knowledge and application, and writing skills.

Math strategies include the use of hands on materials to enhance student knowledge and mathematical models to demonstrate equivalent representations of math facts. We implement resources from the Everyday Mathematics curriculum, Math Assessment Prep books, Roads to Reasoning, and other resources provided by our district. Other school-wide strategies that are used are a 4-step problem solving process to promote reasonableness of solutions and use of graphic organizers to implement mathematical models.

Reading strategies reflect all students demonstrating comprehension by retelling a passage or story orally and/or in written form. The kindergarten level focuses on using SOLO and Story Tree, first grade targets STAR, second through fifth grades implement discussions and team talk. All grade levels use QAR and Bloom’s Taxonomy, Think-Pair-Share, and story retell. Vocabulary strategies include Story Tree and Stepping Stones for kindergartners, STAR stories and Book Ends for first graders, and vocabulary readers and strategies outlined in our series for grades second through fifth.

Students utilize graphic organizers to enhance the 6-trait writing process. Writing is incorporated across the curriculum with teachers modeling various samples of writing. Students use writing rubrics for developing and assessing their own writing in grades 3-5 and graphic organizers. Scoring of student writing using the 6-trait writing model to measure growth is completed quarterly and teachers meet to exchange writing samples to target areas for improvement.

These are the primary strategies identified in our plan, but as we collect and analyze student data, teachers still use additional effective instructional strategies.

5. Professional Development:

A critical component of the continuous development of our School Improvement Plan includes the Results-based Staff Development Plan. This tool allows staff members to attain the skills needed in order to reach our building’s goals. Our plan includes working with consultants within our district as well as outside of the school district, book studies, and working on district task forces to align the curriculum and instruction with the State and National Standards.

Our district is committed to providing quality professional development on an ongoing basis. Grade level learning labs and ongoing training are conducted during the school year as well as during the summer. Training enables the teachers to gain the necessary knowledge on specific research-based instructional strategies, practices, and interventions. We have eight staff development days during the school year, which reflect the district’s commitment to our professional growth.

Professional development in reading involves connecting the literacy components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension with our Success for All Reading Program for the K-1 grade levels and the Houghton-Mifflin Reading Series for students in 2nd-5th. We have developed and implemented formative assessments to measure student attainment of these reading skills.

Staff development in math focuses on the standards required by our State. We connect them to the district adopted Everyday Mathematics Program. Teachers use assessment data to direct instruction while focusing on improving students' mathematical knowledge and application.

Our Writing goal is to improve students' writing skills using the six-trait writing model and five-step writing process. Students utilize graphic organizers to enhance this process and incorporate their writing across the curriculum. We have experienced continuous improvements each year on the district and State assessments.

Our professional development targets the identified needs of our students and aids the teachers in improving instruction to meet those needs. This enables our students to achieve ongoing success.

6. School Leadership:

Teacher leadership is critical for student achievement. The Principal facilitates opportunities for teachers to utilize skills in leadership roles that support their strengths. All teachers serve on one of the goal areas of reading, math, or writing, which allows quality decision-making discussions and establishes strategies, activities, and staff development to meet our plan's goals.

The achievements our building has made have been attained through monthly team focus meetings, formal and informal observations, and quarterly reviews. Staff development is established based on the continued needs of the building and at the end of each school year staff members identify the building's needs for the following school year.

Our staff responds to the building's needs and recognizes necessary steps for continuous growth. Trust is evident in established relationships with colleagues, students, parents, and the community. We demonstrate this regularly and understand the importance of modeling this lifelong skill.

Respect in the classrooms, meetings, conferences, and other settings are a critical part of our success. By listening and sharing, we have grown and shown improvement in a most effective manner. Recognizing different teaching and learning styles is an important part of respect and requires our support. Franklin's belief statement, "We Treat Others the Way We Want to be Treated"...is a golden rule that continues to guide us.

Team focus meetings, which include grade level teachers, support staff, cross grade levels, and the Principal allow sharing to occur through collaborative planning. Teachers share ideas for enhancing student achievement, making teaching and learning fun, exciting, and challenging while developing collegiality.

We understand the standards and essentials for learning which is incorporated into our instruction. We review assessment results from the State and district throughout the year. Effective strategies and practices are identified and implemented. These conversations occur during school improvement meetings which are conducted bi-monthly. Teachers share successes, concerns, and assist one another in continuous student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: State

Edition/Publication Year: 2005

Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	92	97	97	
% Advanced	22	46	40	24	
Number of students tested	18	26	30	29	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		100	95	95	
% Advanced		24	32	14	
Number of students tested		17	19	19	
2. African American Students					
% Proficient plus % Advanced				100	
% Advanced				30	
Number of students tested				10	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The largest other subgroup not listed above are the white students' results.

Third grade students were not tested in math during the 2004-05 school year.

Subject: Reading
Edition/Publication Year: 2005

Grade: 3 Test: State
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	100	93	
% Advanced	50	35	38	38	
Number of students tested	18	26	29	29	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	100	90	
% Advanced	56	18	39	29	
Number of students tested	9	17	18	19	
2. African American Students					
% Proficient plus % Advanced				100	
% Advanced				30	
Number of students tested				10	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The largest other subgroup not list above reflects our white students' results.

Third grade students were not tested in reading during the 2004-05 school year.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 4 Test: State
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	94	100	97	95
% Advanced	64	52	69	51	75
Number of students tested	22	33	26	37	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	96	100	96	92
% Advanced	62	54	63	36	69
Number of students tested	13	24	16	25	13
2. African American Students					
% Proficient plus % Advanced				90	
% Advanced				40	
Number of students tested				10	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The largest other subgroup not listed above is our white students' results.

We did not have any Limited English Proficient Students in 4th grade during the 2005-06 school year.

Subject: Reading
Edition/Publication Year: 2005

Grade: 4 Test: State
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	91	100	97	
% Advanced	41	46	62	43	
Number of students tested	22	33	26	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	96	100	96	
% Advanced	23	42	44	40	
Number of students tested	13	24	16	25	
2. African American Students					
% Proficient plus % Advanced				90	
% Advanced				20	
Number of students tested				10	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The largest other subgroup not listed above are the white students' results.

Students in fourth grade were not tested in reading for the 2004-05 school year.

We did not have any Limited English Proficient students in fourth grade reading during the 2005-06 school year.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 5 Test: State
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	97	97	
% Advanced	52	41	43	41	
Number of students tested	31	22	30	28	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	93	94	94	
% Advanced	61	33	33	25	
Number of students tested	18	15	18	15	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The largest other subgroup not listed above are the white students' results.

The fifth grade did not take the test for math during the 2004-05 school year.

We did not have any Limited English Proficient students in fifth grade math during the 2006-07 school year.

Subject: Reading
Edition/Publication Year: 2004-05

Grade: 5 Test: State
Publisher: KSDE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	91	97	83	90
% Advanced	58	41	37	17	31
Number of students tested	31	22	30	28	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	87	94	87	84
% Advanced	50	40	28	1	26
Number of students tested	18	15	18	15	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The largest other subgroup not listed above are the white students' results.

We did not have any Limited English Proficient Students in fifth grade for reading during the 2006-07 school year.

We did not have any Special Education Students in fifth grade reading for the 2006-07 school year.