

Goal: To increase the percentage of students meeting Math WASL to

Disproportionality Goal: Increase the percentage of African American students meeting Math WASL standards (Reduces the gap between highest achieving students and African American students by _____ per year which will eliminate the gap by _____)

Strategy: To develop and implement an accelerating math program focused on individual student needs

Rationale: Many students come to Franklin far below grade level. Value-Added Data analysis shows that student growth is flat for most students particularly those students who are performing below WASL standards. Accurate student placement in math, curriculum alignment, and extended learning opportunities will accelerate student performance in math.

How did staff participate in setting this strategy? Franklin adopted math as a school wide goal in spring of 2004 by a percentage of 88%. Every year since 2004, Franklin has reaffirmed its commitment to improving the math skills of its students. The math transformation committee and the math department have been developing these strategies through ongoing discussions facilitated by the math coordinator and the transformation coordinator.

What data identifies the need that leads us to this goal? WASL math trend data for the past four years in addition to building based diagnostic and data on numbers of students successfully progressing in math.

District Alignment/Special Populations

- x School Board Goal # 1,2,4
- x Superintendent Focus Area # 2,6
- x Five Year Plan Benchmarks # 1,4, 5, 7, 8, 10, 11
- x 9 Characteristics of a Highly Effective School #1,2,4,5,6,7,8,9

- Title I School-wide Plan # _____
- x AYP Target Area (Specify)

- Special Education – Most students included in the mainstream for math – some added pull-out resources for Sp Ed students
- Bilingual/ELL - Most students included in the mainstream for math – some added pull-out resources for Bilingual students

- Advanced Learning – program includes college level math
- Community Learning Center

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement this activity?	Timeline: When will this strategy or action plan begin and end?	Resources: What are the existing and new resources that will be used to accomplish this activity	Responsibility: Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness: What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
<p>1.1 Diagnostic testing.</p> <p>1.1.1 Continue to develop and implement diagnostic testing for math placement, baseline data and to track effectiveness of curriculum and teaching practices.</p> <p>1.1.2 All incoming students will be tested. New student placement will be based on diagnostic scores.</p> <p>1.1.3 All students will be tested three times per year.</p>	<p>Math departmental time to work together to analyze, adjust and implement effective curriculum and teaching practices.</p>	<p>Incoming freshmen diagnostics will be given in May and September.</p> <p>All-school diagnostic given in September, February and June</p>	<p>Building Directed TRI</p> <p>Math Department staff extra time</p>	<p>Diagnostics will be delivered by math teachers in classrooms</p> <p>All Franklin math teachers will meet to standardize scoring for each test. Each math teacher will score their own tests by Scantron and will enter their scores on the school database.</p> <p>Math Department Chair and IC will monitor diagnostic effectiveness</p>	<p>All incoming freshmen and new students will be given a math diagnostic test before math placement is given.</p> <p>Tests are analyzed three times per year for trends. Math Department will use the data to adjust curriculum and professional development of math teachers</p> <p>Diagnostic tests will be updated yearly.</p>
<p>1.2 Tutorial Support</p> <p>1.2.1 Continue math teacher-driven tutorial support before/after school and at lunch.</p> <p>1.2.2 Expand use of adult tutors during regular school hours.</p> <p>1.2.3 Tutoring will be focused on current math class need and improving test scores.</p> <p>1.2.4 Student's Math Diagnostic scores will be available to tutors to help them assess student progress.</p>	<p>Math teachers will train and support in-class tutors in several math classes.</p>	<p>Current- Spring 2008</p>	<p>Fund tutorial support.</p> <p>Staff time.</p> <p>State Pathways funding</p>	<p>Parent coordinator, Math Department chair, Pathways Dean and FHS math teachers.</p> <p>Math tutors will contact classroom math teachers for student diagnostic scores.</p> <p>IC will monitor effectiveness of math tutoring.</p>	<ul style="list-style-type: none"> - Increased rates of successful completion of math courses. Both 9th and 10th grade to increase 10% per year for 2007-08 and 2008-09 - Increase (10%) of students seeking tutorial support

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement this activity?	Timeline: When will this strategy or action plan begin and end?	Resources: What are the existing and new resources that will be used to accomplish this activity	Responsibility: Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness: What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
<p>1.3 Remediation/Acceleration</p> <p>1.3.1 Determine a curriculum and provide extended learning time for students performing well below grade level.</p> <p>1.3.2 Strongly recommended District resources for students performing well below grade level</p> <p>1.3.3 Continue a first semester freshman level pre-integrated class for the very lowest students. For second semester, add a skills class to be taken concurrently with regular math courses.</p> <p>1.3.4 Students will be placed in year-long skills class (Pathways) according to their skill level on placement tests and their WASL scores.</p> <p>1.3.5 Keep class size of all skills classes at or below 20 students.</p>	<p>Pathways Dean will work with math department to determine curriculum and program structure for Pathways classes.</p>	<p>Current through Spring 2008</p>	<p>Pathways funding for additional math sections for skills classes which maintain teacher-student ratios in upper level classes.</p>	<p>Pathways dean, Math Department Head, math teachers, tutors and building administration.</p> <p>IC will monitor effectiveness of math acceleration.</p>	<ul style="list-style-type: none"> - Improved standards-based test scores - Semester diagnostic score will increase by 10% of possible points over previous semester. - Increased rates of successful completion of math courses. Both 9th and 10th grade to increase 10% per year for 2007-08 - Increased success in students passing math class requirements and moving to next class in sequence.

<u>Activities:</u> What actions will occur?	<u>Professional Development:</u> How will staff acquire the necessary skills and attitudes to implement this activity?	<u>Timeline:</u> When will this strategy or action plan begin and end?	<u>Resources:</u> What are the existing and new resources that will be used to accomplish this activity	<u>Responsibility:</u> Who is involved? Who will provide the leadership? Who will do the work?	<u>Monitoring Effectiveness:</u> What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
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<p>1.4 Personalization</p> <p>1.4.1 Promote math literacy throughout the building through small learning communities.</p> <p>1.4.2 Math teachers will be assigned to Create and Health & Health Sciences Academies and the ninth grade team as the schedule allows.</p>	<p>Math department will give biannual workshops to the entire staff on WASL prep and math literacy.</p> <p>Designate building professional development time for all Franklin staff</p>	<p>Current though Spring 2008</p>	<p>Building-based professional development time</p>	<p>Math Department, all Franklin staff.</p> <p>IC will monitor effectiveness of math literacy.</p>	<p>The measurable frequency of mathematical themes (diagramming, mapping, graphing, data gathering, statistical charts/graphs, and historical mathematical references increases to one item per month in every class over the next two years.</p> <p>Math teachers assigned to academies will flavor their curriculum with problems relevant to their individual academy.</p>
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<p>1.5 Certificate of Academic Achievement</p> <p>1.5.1 Math Department will include WASL Collection of Evidence prompts in their regular math curriculum.</p>	<p>State and district WASL collection of Evidence Training</p>	<p>2007-08 school year</p>	<p>Pathways Funding</p>	<p>Pathways Dean, Math Department Chair and all math teachers.</p> <p>Math teachers will follow state guidelines for delivery of Collection of Evidence prompts.</p>	<p>Successful completion and State approval for those students who choose to use the WASL Collection of Evidence to receive a Certificate of Academic Achievement.</p>
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<p>How will parents and the community participate in supporting this goal? Better communication to parents regarding available additional math support and more frequent reporting to parents of ongoing individual math progress. Parents will be encouraged to use “The Source”. Math Department head to meet with PTSA once each semester to update community on transformation progress in mathematics. Recruit adult volunteers to tutor in math classes during the regular school day.</p>	<p>What additional assistance will you seek from supporting organizations such as district services and departments; the ESD and outside coordinators and trainers? Ongoing district support and further research on effective math curriculum. OSPI and district math adoption.</p>
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2007-2008 Action Plan 2: READING
Franklin High School

Goal: To increase the percentage of students passing the Reading WASL from 82% to 90 % and to get all students to a score of 70 or above on the DRP by the time they graduate.

Disproportionality Goal: To get _____% of African American students to pass the Reading WASL from _____

Strategy: To continue to spread and deepen implementation of building wide literacy initiative

Rationale: Reading Apprenticeship implemented at ____% in 9th and 10th grade in the building has contributed to raising student performance

How did staff participate in setting this strategy? Franklin adopted the literacy initiative in 2004 by a vote of 93%. The Literacy Coordinator and the Literacy Transformation Committee have continued to deepen and refine this work during 2005--2007.

What data identifies the need that leads us to this goal? .

District Alignment/Special Populations

- x School Board Goal # 1,2,
- x Superintendent Focus Area # 1,3,6
- x Five Year Plan Benchmarks # 1,2,3,4,5,7,8
- x 9 Characteristics of a Highly Effective School #1,2,3,4,5,6,7,
- Title I School-wide Plan # _____
- x AYP Target Area (Specify)
- Special Education – Most students included in the mainstream for reading – some added pull-out resources for Sp Ed students
- Bilingual/ELL - Most students included in the mainstream for reading – some added pull-out resources for Bilingual students
- Advanced Learning – program includes college level LA

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement this activity?	Timeline: When will this strategy or action plan begin and end?	Resources: What are the existing and new resources that will be used to accomplish this activity	Responsibility: Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness: What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
2.1 Summer School					
2.1.1 Direct students to take Summer College program for students who score a high level 2 on the WASL in 10 th grade	District Literacy Coach, District summer school teachers	July 3 – August 3, 2007	District funds	teachers provided by District Summer School Staff	Pre-Spring DRP test and Reading Habits Survey Post-Winter DRP and Reading Habits Survey

<u>Activities:</u> What actions will occur? What classroom activities will occur to achieve this goal? What building activities will occur to achieve this goal?	<u>Professional Development:</u> How will staff acquire the necessary skills and attitudes to implement this activity?	<u>Timeline:</u> When will this strategy or action plan begin and end?	<u>Resources:</u> What are the existing and new resources that will be used to accomplish this activity	<u>Responsibility:</u> Who is involved? Who will provide the leadership? Who will do the work?	<u>Monitoring Effectiveness:</u> What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
2.2 Curriculum 2.2.1 Offer academic literacy class/ Read 180 (in addition to regular LA class) to freshmen students reading below grade level, and to Pathways students 2.2.2 RA in Franklin Seminar 2.2.3 Reading Apprenticeship, SSR, Word Walls, Socratic Seminar, Vertical Texts, ELL strategies and Differentiated Instruction will be embedded across the curriculum , 9-12 2.2.4 Expand use of summer reading and offer discussion sessions 2.2.5 Teach all teachers to implement Collection of Evidence in Reading	Training Sessions Collaboration time Coaching	Fall 2007- Spring 2008	Classroom SSR libraries and vertical texts for common thematic units will need to continue to be acquired with Pathways and department budgets	Pathways Dean , Department Heads, Literacy Coordinator	Fall, winter, and spring assessment with DRP, Compass and SAT tests, increased successful completion of courses with strong reading demands

Activities: What actions will occur? What classroom activities will occur to achieve this goal? What building activities will occur to achieve this goal?	Professional Development: How will staff acquire the necessary skills and attitudes to implement this activity?	Timeline: When will this strategy or action plan begin and end?	Resources: What are the existing and new resources that will be used to accomplish this activity?	Responsibility: Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness: What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
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2.3 Assessment 2.3.1 All students will be assessed for reading level three times a year using the basic or advanced Degrees of Reading Power test (DRP) 2.3.2 Students' reading work will be collected in a portfolio and used as part of ongoing assessment (and, if needed, as part of COE) 2.3.3 Publish results on the Source	Training Sessions Collaboration time Coaching	Fall 2007- Spring 2008	School budget will need to be used to update DRP testing materials and license	Literacy Coordinator, Pathways Dean, Classroom teachers Technology department will support Franklin in developing online access to scores ("8th period class on the Source")	Data teams, largely focused around SLCs, will analyze results of assessment to monitor progress
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How will parents and the community participate in supporting this goal? Parents will receive detailed information about their students' progress in reading based on DRP monitoring and workshops will be offered on strategies to use at home to develop reading skills.	What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? District consultants
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Goal: To increase the percentage of students meeting the Writing WASL standard to 90% increase number of students reaching a score of ____ on the SAT Writing Test

Disproportionality Goal: To increase percentage of African American students meeting Writing WASL standard from ____ to ____

Strategy: To train all staff to be calibrated and codified around standards and pedagogy

Rationale: If staff share a common understanding of standards and pedagogy, students will receive more consistent instruction in writing and will write more effectively

How did staff participate in setting this strategy? The staff approved the Franklin literacy initiative in 2004 by a vote of 93%. The Literacy Coordinator works with teachers to develop the rubrics and pedagogy.

What data identifies the need that leads us to this goal? Level I _____

District Alignment/Special Populations

- x School Board Goal # 1,2,4
- x Superintendent Focus Area # 1, 6
- x Five Year Plan Benchmarks # 1,2,4,5,7,8,10

- x 9 Characteristics of a Highly Effective School # 1,2,4,5,6,7,8,9
- Title I School-wide Plan # _____
- x AYP Target Area (Specify)

- Special Education – included in the mainstream – pull-out support where needed
- Bilingual/ELL - included in the mainstream – pull-out support where needed
- Advanced Learning – N/A

- Community Learning Center

<u>Activities:</u> What actions will occur?	<u>Professional Development:</u> How will staff acquire the necessary skills and attitudes to implement this activity?	<u>Timeline:</u> When will this strategy or action plan begin and end?	<u>Resources:</u> What are the existing and new resources that will be used to accomplish this activity	<u>Responsibility:</u> Who is involved? Who will provide the leadership? Who will do the work?	<u>Monitoring Effectiveness:</u> What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
3.1 Assessment 3.1.1 Roll out the Level 2 (SAT/graduation) rubric for writing 3.1.2 Calibrate all teachers to use the building Level 1 and Level 2 Rubrics 3.1.3 Test all students periodically to assess progress and publish results on the Source	Training Collaboration Coaching	Fall '07 Fall '07 2007-2008 School Year	Building directed professional development time	Literacy Coordinator, LA teachers Technology department will support Franklin in developing online access to scores (“8th period class on the Source”)	Teachers will apply standards uniformly when assessing on-demand essays
3.2 Curriculum 3.2.1 Assign and teach writing across the curriculum 3.2.2 Develop and align the 9-12th grade writing curriculum (in various modes including researched writing) within the LA department and in all other departments; some teachers will explore Writing Workshop model 3.2.3 Teach all teachers to implement Collections of Evidence for writing	Training Collaboration Coaching	'07 and '08 School Year Summer '07; Ongoing '07 and '08 School Year Fall '07	Remaining SLC grant funds District	Full staff, IC Literacy Coordinator, IC, teachers Pathways Dean	Administrators will make this part of evaluations Aligned writing curriculum will be produced. Course grades and essay scores will improve; increased successful completion of courses with strong writing demands Collection of Evidence Evaluation
3.3 Writing Tutoring at Franklin 3.3.1 Develop curriculum/use OSPI modules 3.3.2 Obtain and train year-long mentors/tutors 3.3.3 Post assignments/syllabi on Source	Training Coaching	'07 and '08 School Year	Community service hours for Franklin tutors	LA Dept. Head, Pathways Dean, Parent Engagement Committee, Franklin students who have passed the WASL with a 4, college interns or volunteers	Grades Essay scores
How will parents and the community participate in supporting this goal? Parents will receive information about students writing skills in relation to the rubrics. Workshops will be offered to parents. The rubrics will be on the website. The assessment page and hard-copy portfolio will house the data. FHS Transformation Plan 2007-2008			What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? District consultants		

2007-2008 Action Plan 4: Culture of Excellence

Franklin High School

Goal: To increase the number of students making progress toward on-time graduation each year as measured by numbers of students earning 5.5 credits or higher each year.

Disproportionality Goal: Increase the numbers of African American students earning at least 5.5 credits in their ninth and tenth grade years

Strategy: Articulate and implement rigorous expectations for all students at all grade levels through small learning communities.

Rationale: Personalization, integrated curriculum and the high expectations of small learning communities leads to greater student success.

How did staff participate in setting this strategy? Franklin staff have been developing performance-based projects at each grade level. In the Spring of 2006, 97 percent of staff voted to continue efforts in increasing the culture of excellence through our academic program. In the Spring of 2007, 70 percent of the staff voted in favor of extending small learning communities for all students through the 11th grade, as the schedule allows.

What data identifies the need that leads us to this goal? These include: high failure rates for students in freshmen year, higher transfer rates from FHS after freshmen year, low student climate survey results for questions dealing with academic rigor, as well as on-time graduation rates and numbers of students attending post-secondary institutions.

District Alignment/Special Populations

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| x School Board Goal | # <u>1,2,4</u> |
| x Superintendent Focus Area | # <u>2,6</u> |
| x Five Year Plan Benchmarks | # <u>1,4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</u> |
| x 9 Characteristics of a Highly Effective School | # <u>1,2,4,5,6,7,8,9</u> |
| <input type="checkbox"/> Title I School-wide Plan | # _____ |
| x AYP Target Area (Specify) | |
| <input type="checkbox"/> Special Education – Most students included in the mainstream for core classes | |
| <input type="checkbox"/> Bilingual/ELL - Most students included in the mainstream for core classes | |
| <input type="checkbox"/> Advanced Learning – | |
| <input type="checkbox"/> Community Learning Center | |

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement this activity?	Timeline: When will this strategy or action plan begin and end?	Resources: What are the existing and new resources that will be used to accomplish this activity	Responsibility: Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness: What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What classroom activities will occur to achieve this goal? 4.1 ACADEMIC OFFERINGS 4.1.1-- Add a required elective for all freshmen – “The Franklin Scholar Seminar” to focus on building-wide academic and organizational skills to ease the transition to high school for all students. 4.1.2-- Evaluate effectiveness and revise the “9C” program to accelerate students who have not made credit progress by the start of their second year at Franklin to reach grade level by the end of the year.	Professional collaboration with teachers of the new course. Input given from FHS staff AP training. Differentiated Instruction training	Spring 2007 through June 2008	Summer 2007 collaboration time paid with remaining DOE funds. Building Directed TRI	9 th grade teachers. IC will monitor effectiveness of the new class. IC will monitor effectiveness of “9C” program	Increased student success in meeting 5.5 credits at the end of the 2007-2008 school year. Increased rates of students meeting credit progress in this class.
4.2 ACADEMIC PROJECTS Refine and revise academic culminating projects for each grade level	Professional collaboration with teachers at each grade level	Ongoing through June 2008	Building directed TRI funds	Participating teachers at each grade level	Clear standards must be set for project standards at each grade level. Increased participation and academic proficiency in these projects.
4.3 TUTORING SERVICES Provide effective coordination for in-class and after school tutoring programs so that students can be both targeted for help and provided with services where they are most needed	Professional collaboration with teachers, counselors and agencies	Ongoing through June 2008	UW Pipeline program. Grants through the City of Seattle and other sources.	FHS Administration, Counseling department, Pathways Dean and Participating teachers and tutors	Increased student participation in tutoring programs. Success in meeting 5.5 credits at the end of the 2007-2008 school year.

<u>Activities:</u> What actions will occur?	<u>Professional Development:</u> How will staff acquire the necessary skills and attitudes to implement this activity?	<u>Timeline:</u> When will this strategy or action plan begin and end?	<u>Resources:</u> What are the existing and new resources that will be used to accomplish this activity	<u>Responsibility:</u> Who is involved? Who will provide the leadership? Who will do the work?	<u>Monitoring Effectiveness:</u> What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
4.4 STAFF RESPONSIBILITIES 4.4.1-- All staff will explicitly include the attendance expectations of the Franklin Handbook for Scholars in their course expectations and grading policies 4.4.2-- All staff will post grades and class information on the Source. Grades must be posted on the Source on the 1 st and 15 th of each month 4.4.3-- All staff will follow Rights and Responsibilities as designated in the Handbook for Scholars including use of electronics and communication with students, parents/guardians and building administrators	Professional collaboration with all FHS staff members on implementation	Ongoing through June 2008	Building directed TRI funds	All FHS staff and Administration	Staff will submit course expectations. Use of Handbook will be reflected in staff evaluations. Changes in attendance and discipline rates will be used to evaluate effectiveness. Source publication will be used in staff evaluations
What building activities will occur to achieve this goal? 4.5 SMALL LEARNING COMMUNITIES 4.5.1-- Strengthen supportive relationships between teachers and students in all small learning communities 4.5.2-- Strengthen and stabilize SLCs by offering five choice-based academies for all students in grades 10 and 11 as the schedule allows 4.5.3-- Strengthen teaching teams in SLCs by reducing the numbers of teachers per team and providing common planning time when feasible	Professional collaboration between teachers in each SLC	Ongoing through June 2008	Building directed TRI funds	SLC teachers. IC will monitor effectiveness of student support relationships for each SLC. IC will also study the impact these variables have on student success	Measures include increased numbers of students reaching 5.5 credits at the end of the school year, increased attendance and reduced disciplinary rates

<u>Activities:</u> What actions will occur?	<u>Professional Development:</u> How will staff acquire the necessary skills and attitudes to implement this activity?	<u>Timeline:</u> When will this strategy or action plan begin and end?	<u>Resources:</u> What are the existing and new resources that will be used to accomplish this activity	<u>Responsibility:</u> Who is involved? Who will provide the leadership? Who will do the work?	<u>Monitoring Effectiveness:</u> What ongoing criterion referenced measures have you identified to gather the evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
4.6 CURRICULAR PROGRAM 4.6.1 --Develop and implement clear curricular mapping in all disciplines for each grade level 4.6.2 --Develop and implement clear end of course and exit expectations for each academic level. 4.6.3 -- Develop and implement a clear scope and sequence of research skills to be used in grades 9-12 leading up to proficiency in Senior Project exhibitions	Professional collaboration between teachers at and between each grade level	Ongoing through June 2008	Building directed TRI funds	FHS teachers and department leaders. IC will oversee the development of curricular maps, exit expectations and research standards.	Increased numbers of students earning 5.5 credits per each academic year at each grade level.
4.7 ATTENDANCE INTERVENTIONS Refine and revise the Franklin Handbook for Scholars to offer clear expectations, interventions and consequences for attendance problems	Staff will give input in Spring of 2007 to assist in developing revisions	Ongoing through June 2008	PD Release time in Spring 2007. Building directed TRI funds	FHS teachers, department leaders and administration.	Measures include increased attendance and reduced disciplinary rates
4.8 BUILDING-WIDE SUPPORT Continue grade level counseling and administrative support	Collaboration time for counselors and administrators	Ongoing through June 2008	Building directed TRI funds	FHS administration, security staff and counseling departments	Measures include increased numbers of students reaching 5.5 credits at the end of the school year, increased attendance and reduced disciplinary rates
How will parents and the community participate in supporting this goal? Increased connection between SLCs and parents through academic exhibitions. Parent coordinator will build connections between academic programs and community needs. Parents will need training and support for use of the Source. Teachers and administrators will need to connect with PTSA at regular intervals.			What additional assistance will you seek from supporting organizations such as district services and departments; the ESD and outside coordinators and trainers? Additional funds and assistance are needed from state and local sources to replace grant funds that no longer can sustain work that has been done in previous years.		

FRANKLIN HIGH SCHOOL 2007-2010 TECHNOLOGY PLAN

BUILDING SCHOOL IMPROVEMENT GOALS

Goal Title: Use technology to support our building Transformation Plan

Strategy: Create a technology support infrastructure to promote the reliability and use of technology tools. (team, process, plan)

Rationale: Technology increasingly provides critical classroom infrastructure/ Schools should be able to integrate and maintain technology. Tier 1 focus on teacher productivity

Evaluation Procedure: Representative Technology committee meets on a regular basis to determine efficacy of support model

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
<p>Structure the Building Technology Committee so that it is representative of departments and geography of the building so that teacher peer support is evenly spread out through the building.</p> <p>The School's Building Technology Committee will identify priorities for technology upgrades and maintenance tasks to support instructional strategies as identified in the Transformation Plan.</p> <p>After a more representative committee has been assembled, the committee will set goals for instructional integration of technology.</p>	<p>Educational Technologist Meetings conducted by Department of Technology Services staff.</p>	<p>Tech committee will publish priorities to building staff via school website and staff email.</p>	<p>Principal Educational Technologists Building Technology Comm. Members Network Analyst Instructional Technology Consultant</p>	<p>September 2007 – June 2010</p>	<p>Online Teacher Technology Integration Survey</p>	<p>District funding (ET stipends) and building designated meeting times.</p>
<p>Create and maintain a web-based trouble ticket system to expedite solving problems within the building before forwarding to the tech line.</p>	<p>Demonstration during a staff meeting about how to submit a trouble ticket.</p> <p>Tech committee will meet to review procedures about how to administer the system.</p>	<p>The program would keep records of how problems are resolved and could track how many issues need to be forwarded to the tech line.</p>	<p>Educational Technologists Building Technology Comm. Members Network Analyst</p>	<p>September 2007 – June 2010</p>	<p>Use of web server to run trouble ticket system.</p>	<p>See section on school web site under strategy 3 below.</p>

<p>Work with District Network Analyst to support building academic and technology goals.</p>	<p>Educational Technologist Meetings conducted by Department of Technology Services staff.</p> <p>Regularly scheduled building technology committee meetings.</p>	<p>Tech committee will publish support procedures via school website and staff email.</p>	<p>Principal Educational Technologists Building Technology Comm. Members Network Analyst</p>	<p>September 2007 – June 2010</p>	<p>Possible building funds for discretionary purchases as approved by the Building Technology Comm.</p>	<p>District Funds</p>
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Strategy: Use levy tools to support instruction and deepen student learning

Rationale: Tools allow teachers and students to achieve new avenues for communication and learning in the classroom. Instructional presentation and student productivity. Teachers produce, store, and retrieve learning materials electronically (Tier 1 focus on teacher productivity, Tier 2 focus on student productivity and teacher facilitation.)

Evaluation Procedure: Buildings determine procedure to show they have moved beyond tier 1. For example, student multimedia projects to demonstrate learning.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Ongoing staff on going training on the use of presentation station that includes the document camera and ceiling mounted projector.	Developing the skills to integrate into the teacher's daily practice and allow for students to demonstrate their work.	Teacher and student feedback, school surveys, and observational data via administration and teacher leaders.	IT and building ET's.	September 2007 – June 2010	Classroom presentation stations.	Equipment already paid for.
Increase technology integration with all disciplines through the use of a Mac mobile lab in the classroom.	<p>In-house teacher certification completion prior to checking out system for maintaining the lab.</p> <p>Training on OSX operating system for Mac.</p> <p>Training on iLife multi-media software.</p>	<p>Examples of student work utilizing the mobile lab could be posted to the school web site.</p> <p>The lab will be maintained through the tier 1 support procedures outlined above, so maintenance of cart can be tracked.</p>	<p>IT for professional development.</p> <p>Classroom teachers for use and maintenance.</p>	September 2007 – June 2010	<p>20 Mac laptops, security cart, and airport.</p> <p>Microsoft Office, iLife (multi-media software), and internet browser.</p>	<p>Building Budget.</p> <p>(Paid in full)</p>

Strategy: Teachers will use technology to support and enhance productivity and communication

Rationale: Create competency around eSIS, Easy Grade Pro, The Source, and other district tools that work to increase the participation and support of parents and students.

Evaluation Procedure: Schools set goal targets and intervals for review of progress.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Rebuild Franklin web site using a commercial web host, which will offer access to web based tools such as classroom pages/blogs, video podcasting, and wikis.	IT will work with building ET's to show how to use server admin interface such as cPanel.	More teachers and staff are able to post content to the web site. Content is updated on a weekly basis.	IT, building ET's, and interested staff.	September 2007 – June 2010	Commercial web host to provide access to web server.	Building funds to pay for domain registration and monthly server costs.
Higher completion and accuracy rate with daily attendance monitoring via ESIS.	Work with individual teachers as needed.	Reports run daily on completion and accuracy rates.	IT, attendance secretary, and SPS eSIS team.	September 2007 – June 2010	eSIS and Classroom Work Stations.	District Technology Budget Funds.
Increase the sophistication of use with Easy Grade Pro, including the alignment of the teacher syllabus with Easy Grade Pro (assignment categories, grading scales, special scores, etc...), and using it as a tool to analyze student patterns of achievement and need.	In-service training with staff, break out sessions in the computer lab, and individual support in the classroom.	Administrative checks through the Source and formal quarterly school reports.	IT for professional development. Administration for teacher use and integration.	September 2007 – June 2010	Easy Grade Pro and Classroom Work Stations.	District Funds.
Use of Parent Communication Portal to support parent-school communication with respect to attendance, grades and assignments. More intentional use of the public web page to communicate classroom activities and support in-class projects.	ET's will work with individual teachers as needed.	Use of administrative login to the Source to monitor teacher use.	IT for professional development. Administration for teacher use and integration.	September 2007 – June 2010	Source as a web-based application.	District Funds.

<p>Continue use of wireless IPAQ devices, Digital Video Recorder and school cameras with school security and administration.</p>	<p>Periodic training with security and administration for upgrades to the system.</p>	<p>Decrease in violence, theft, loitering, trespassing, and vandalism in and around the school campus.</p>	<p>Administration and Security. CoCo Corp.</p>	<p>September 2007 – June 2010</p>	<p>IPAQ devices. Digital Video Recorder. CoCo Software.</p>	<p>Building Funds. (paid in full)</p>
<p>Begin discussions with district safety and security, along with local fire and police, for the utilization of interoperable communications within these departments.</p>	<p>Periodic training with security, administration and local emergency service departments for upgrades to the system.</p>	<p>Integration of interoperable communication system.</p>	<p>School Administration. CoCo Corp.</p>	<p>September 2007 – June 2010</p>	<p>IPAQ devices. Kenwood Radios. Laptops. CoCo software.</p>	<p>City of Seattle.</p>