

Franklin School Improvement Plan 2020-2021

Building Snapshot

School Name	Franklin STEAM Academy
School Address	817 N. Harris Avenue
Principal Name	Sara Sanders

Members of School Improvement Leadership Team

<u>Name</u>	<u>Role</u>
Sara Sanders	Principal and Equity Committee Administrator.
Gillian Seals	7 th Grade Math Teacher & Equity Committee Chair
Dave Mast	Associate Principal and Professional Dev. Committee Administrator.
Danielle Gray	School Counselor & Culturally Relevant, Trauma-Informed Practices Committee Co-Chair
Suzanne Newman	Magnet Site Coordinator & Culturally Relevant, Trauma-Informed Practices Committee co-chair
Jeff Buhnerkempe	Assistant Principal and Student Learning & Engagement Committee Administrator
Tracey Jones	Math Specialist, Math Content Area Chair, and Student Learning & Engagement Committee Chair

[Tamika Gardner]	[Dean of Students and Social & Emotional Learning Committee Administrator.]
[Nightrain Epton]	[School Counselor and Social & Emotional Learning Committee Chair]
[Peter Foertsch]	[Unit 4 School District Magnet Director]

Current ISBE Designation	[Underperforming]
ISBE Designated Student group(s) (choose one or more from: All Students, White, Black, Hispanic, Two or More Races, Asian, Hawaiian/Pacific Islander, Native American, English Learners (ELL), Children with Disabilities (CWD), and/or Low Income)	[black]

2020-2021 SIP Dates

2020-2021 Plan Due	Monitoring Date	Monitoring Date	Monitoring Date	Current plan re-evaluation 2021-2022 Plan Due
Jan. 15, 2021	April 30, 2021	June 30, 2021	Oct. 30, 2021	Dec 1, 2021
School Improvement Plan Completed	Progress monitoring of goals	Progress monitoring of goals	Progress monitoring of goals	Evaluate and submit new School Improvement Plan

School Data

Franklin STEAM Academy School Improvement Data

Achievement Gap Analysis

Examine the achievement gaps on the Illinois Report Card. <https://www.illinoisreportcard.com/> (School name--Academic progress--Achievement Gap)

Unit 4 Elementary Schools Achievement Gaps compared to other Unit 4 Elementary Schools. Middle Schools compared to other Unit 4 Middle Schools and Urbana, Springfield, Danville, and Decatur. High School compared to other Unit 4 High Schools and Danville, Urbana, Bloomington, and Decatur.

School	ELA % of Gap between Black/White	MATH % of Gap between Black/White
Jefferson Middle School	-39	-33
Edison Middle School	-45	-37
Urbana Middle School	-25	-26
Danville Northridge	-19	-18
Springfield Franklin	-15	-14
Pontiac	-15	-6
Bloomington Junior High School	-26	-20
Stephen Decatur Middle School	-13	-6

Identify the Black/White achievement gaps

Content	% of Gap between Black/White
ELA	-34
Math	-38

Identify the SPED achievement gaps

Content	% of Gap between SPED
ELA	-63
Math	-54

Identify the Emerging Bilingual/White achievement gaps

Content	% of Gap between Emerging Bilingual/White
ELA	-41
Math	-24

Rank your school based on the achievement gaps of other (elementary, middle, high schools)

Our school has the 3rd largest achievement gap between black/white students of the middle schools in ELA

Our school has the 1st largest achievement gap between black/white students of the middle schools in Math

Data Analysis and Needs Assessment

The Data analysis and needs assessment identifies the schools strengths, weaknesses, opportunities, and threats related to school improvement. An analysis of the data is conducted to identify the root cause of the weaknesses.

Identification of Strengths, Weaknesses and Opportunities

Rank order the identified areas of strength (3-5) from a review of your school data.

What do you do well? Where are your students achieving? What factors enable your school to achieve its objectives?

Strengths	Data Source
Franklin students have an overall participation rate of 100% for IAR and ISA, as compared to the district and state which are an overall of 99% for IAR (State & District); 98% for ISA (district) and 96% for ISA (state).	Participation Rate in Standardized Testing: IIRC 2019-20 Data
Franklin has a narrower achievement gap between Black and White students in ELA (-34) and Math (-38), compared to the district’s achievement gap between Black and White students in ELA (-41) and Math (-42).	Achievement Gap IAR: IIRC 2019-20 Data)
<p>In comparison to other students in the state of Illinois, our students have grown between 44-46% in ELA and Math.</p> <p>Our Hispanic students have a student growth percentile (SGP) of 52% in ELA for IAR, as compared to the state’s SGP, which is at 49%.</p> <p>Our Black students have a student growth percentile (SGP) of 44% in ELA for IAR, as compared to our district’s SGP, which is at 43%.</p>	Growth Percentile IAR: IIRC 2019-20 Data
Franklin 8 th grade students have grown by 10 percentage points since 2017 in the Illinois Science Assessment (from 34%	Science Assessment Overall: IIRC trend data

meeting standards to 44% meeting standards).	
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Rank order the identified areas of weakness (3-5) from a review of your school data
 What are you not doing well? Where are your students struggling the most academically?

Weaknesses	Data Source
Only 9% of Black students are meeting IAR standards in ELA and only 3% are meeting IAR standards in Math.	IAR Grade & Demographics: IIRC 2019-20 Data
Only 7% of children with disabilities (IEP's) met or exceeded standards on IAR for ELA and 9% on IAR for Math.	IAR Grade & Demographics: IIRC 2019-20 Data
Only 26% of ALL students met or exceeded IAR standards in Math and only 29% of ALL students met or exceeded IAR standards in ELA.	IAR Grade & Demographics: IIRC 2019-20 Data
Only 16% of Black students and only 29% of Hispanic students met standards on the Illinois Science Assessment for SY 2019.	Science Assessment Grade & Demographics: IIRC 2019-20 Data

Rank order the identified areas of opportunities (3-5) from a review of your school data. What are positive external factors that can assist the school in improving or moving forward? What are eschool specific emerging trends or opportunities to improve?

Opportunities	Data Source
DREAAM, Lead 4 Life, Operation Hope Jr.	Tracy Dace, Javae Wright, Pancho Moore
U of I Partnerships: National Society of Black Engineers, IMRSEC, Genome Project, IGB, and TRIO	University of Illinois at Urbana-Champaign
Tutoring Agencies: Tutor Doctors, Black Teachers Alliance, High Schools Interact Tutoring Program	Local outreach agencies
SEL, Trauma-Informed Practices & Restorative Practices	Karen Simms, Dr. Regina Parnell, Elaine Shpungin

School Improvement Plan

Identify 2-3 SMART Goals and an Equity Goal for 2020-2021 school year. (**Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.)

SMART GOAL #1

<p>School SMART Goal #1 By the Spring of 2023, at least 49.58% of Black Students in 6-8th Grades will meet or exceed proficiency in ELA on the IAR (Illinois Assessment of Readiness)</p>		
<p>OBJECTIVES</p>	<p>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</p>	<p>STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</p>
<ul style="list-style-type: none"> • All teachers will use high-yielding and research-based instructional strategies, using content-area power standards to drive daily lessons and their overall teaching & learning practices. • All teachers will incorporate formative and summative assessments in order to provide specific feedback to students, and to help guide and tweak instruction as needed. • Provide all students the opportunity to learn. 	<ul style="list-style-type: none"> • 100% of Reading teachers will implement ARC (“American Reading Company” – the middle school ELA adopted curriculum) with fidelity as evidenced by informal and formal observations, walk-throughs, and ELA department meeting minutes/agenda items. • 100% of teachers will implement structured lessons and units, as demonstrated by informal/formal observations, walk-throughs, and content collaborations. • 100% of teachers will use the grade-rate distribution reports to analyze standards-based grading “markings” and to monitor 	<ul style="list-style-type: none"> • American Reading Company (ARC) IRLA Student Reports: Students will “move up” one or more reading levels each year, via the IRLA (Independent Reading Level Assessment) • JumpRope Reports: 50% of our Black, Brown, and students with special needs will increase proficiency markings by one level (ex. “Beginning” to “Approaching,” “Approaching” to “Meeting,” “Meeting” to “Exceeding”) from 1st to 3rd quarter in the area of ELA.)

	<p>proficiencies, especially as it relates to our black, brown, and students with special needs. This will be evidenced by pre and post observation meetings, content area collaborations, and team meetings.</p> <ul style="list-style-type: none"> • 100% of the Attendance Team (Attendance Secretary, TISA and Dean of Students) will maintain communication with chronically truant families, regarding unexcused absences when a student has 5 and 10 unexcused absences. This will be evidenced by daily attendance reports, attendance agenda & meeting minutes, and letters sent home to families. 	<ul style="list-style-type: none"> • MAP • Daily Attendance/Truancy Rates
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Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)

				ring Meetings (April 30, 2021)		
Reading Intervention & FLEX Teachers will provide research-based interventions for students who are at or below 21%ile on MAP reading assessments through FLEX or pull-out classes.	AIMSWeb growth	Reading FLEX teachers & Data Team	Daily, through FLEX or pull-out classes			
Create a structure for Grade Level collaborative meetings to focus on responding to formative and summative assessment data collected by teachers, in order to guide the planning & implementation of differentiated instructional strategies.	Formative & summative reading assessments, content collaboration meeting notes, and teacher/student artifacts	Principal & Grade level administration	System or structure created in Spring 2021, with implementation in Fall 2021			
Benchmark data meetings facilitated after every MAP administration, as well as, provide MAP presentations to the entire faculty through Staff Meetings, in order to teach staff how to disaggregate and respond to the data in a systematic way.	MAP assessments, staff meeting agenda and minutes, and staff meeting attendance sheets	Team Teachers and Administration	1-2 weeks after each MAP assessment (Fall/Winter/Spring)			
Identify 2-3 high-yield instructional strategies connected to the Danielson Framework in consultation with the Teaching & Learning	75 walk-throughs	Principal	Fall Semester with			

Department.	completed and data shared		monthly school-wide data sharing			
Professional Development will be provided to teachers regarding AVID WICOR (Writing, Inquiry, Collaboration, Organization, & Reading) strategies.	AVID Site Team meeting minutes & AVID walk-through forms	AVID Site Team, AVID Administrator, & AVID building coordinators	Monthly AVID WICOR walk-throughs			
Students will fill out, complete, and monitor MAP goal-setting sheets for Fall/Winter/Spring MAP assessments.	100% completion of student goal setting sheets and self-monitoring report	Teacher oversight	Fall, Winter, and Spring MAP testing dates			

SMART GOAL #2

School SMART Goal #2 [By the Spring of 2023, at least 46.45% of Black Students in 6-8th Grades will meet or exceed proficiency in Math on the IAR (Illinois Assessment of Readiness).]

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<ul style="list-style-type: none"> • All teachers will use high-yielding and research-based instructional strategies, using content-area power standards to drive daily lessons and their overall teaching & learning practices. • All teachers will incorporate formative and summative assessments in order to provide specific feedback to students, and to help guide and tweak instruction as needed. • Provide all students the opportunity to learn. 	<ul style="list-style-type: none"> • 100% of Math teachers will implement CPM, or the adopted Math curriculum with fidelity, using supplemental math resources and applications when and where necessary (i.e. “Woot Math,” Khan Academy, ALEKs, Mappers+, etc.). This will be evidenced by informal and formal observations, walk-throughs, and Math department agenda items/meeting minutes. • 100% of teachers will implement structured lessons and units, as demonstrated by informal/formal observations, walk-throughs, and content collaborations. • 100% of teachers will use the grade-rate distribution reports to analyze standards-based grading “markings” and to monitor “beginning/approaching” proficiencies, especially as it relates to our black, brown, and students with special needs. This will be evidenced by pre and post 	<ul style="list-style-type: none"> • Individual Student Reports from CPM, Woot Math, Khan Academy, ALEKs, and Mappers+ • JumpRope Reports: 50% of our Black, Brown, and students with special needs will increase proficiency markings by one level (ex. “Beginning” to Approaching,” “Approaching” to “Meeting,” “Meeting” to “Exceeding”) from 1st to 3rd quarter in the area of ELA.) • MAP • Daily Attendance/Truancy Rates

	<p>observation/evaluation meetings, content area collaborations, and team meetings.</p> <ul style="list-style-type: none"> • 100% of the Attendance Team (Attendance Secretary, TISA and Dean of Students) will maintain communication with chronically truant families, regarding unexcused absences when a student has 5 and 10 unexcused absences. This will be evidenced by daily attendance reports, attendance agenda & meeting minutes, and letters sent home to families. 	
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Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)

<p>Create a structure for Grade Level collaborative meetings to focus on responding to formative and summative data collected by teachers, in order to enhance the planning & implementation of differentiated instructional strategies.</p>	<p>Formative & summative math assessments, content collaboration meeting notes, and teacher/student artifacts</p>	<p>Principal & Grade level administration</p>	<p>System or structure created in Spring 2021, with implementation in Fall 2021</p>	<p> </p>	<p> </p>	<p> </p>
<p>Benchmark data meetings facilitated after every MAP administration, as well as, provide MAP presentations to the entire faculty through Staff Meetings, in order to learn how to disaggregate and respond to the data in a systematic way.</p>	<p>MAP assessments, staff meeting agenda and minutes, and staff meeting attendance sheets</p>	<p>Team Teachers & Administration</p>	<p>1-2 weeks after each MAP assessment (Fall/Winter/Spring)</p>	<p> </p>	<p> </p>	<p> </p>
<p>Math Intervention Teachers will provide research-based interventions for students who are at or below 21%ile on MAP math assessments through FLEX and/or pull-out classes.</p>	<p>AIMSWeb growth</p>	<p>Math FLEX teachers & Data Team</p>	<p>Daily, via Math FLEX and/or pull-out classes</p>	<p> </p>	<p> </p>	<p> </p>
<p>Identify 2-3 high-yield instructional strategies connected to the Danielson Framework in consultation with the Teaching & Learning Department.</p>	<p>75 walk-throughs completed and data shared</p>	<p>Principal</p>	<p>Fall semester with monthly schoolwide data sharing</p>	<p> </p>	<p> </p>	<p> </p>

Professional Development will be provided to teachers regarding AVID WICOR (Writing, Inquiry, Collaboration, Organization, & Reading) strategies.	AVID Site Team meeting minutes & AVID walk-through forms	AVID Site Team, AVID Administrator, & AVID building coordinators	Monthly AVID WICOR walk-throughs.	[]	[]	[]
Students will fill out, complete, and monitor MAP goal-setting sheets for Fall/Winter/Spring MAP assessments.	100% completion of student goal setting sheets and self-monitoring report.	Teacher oversight	Fall, Winter, and Spring MAP testing dates	[]	[]	[]

SMART GOAL #3 Optional (*Required by schools underperforming)

(**Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.)

School SMART Goal #3 IQFSR Standard V.A.4: All opportunities for professional learning are differentiated based on educator needs		
OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<ul style="list-style-type: none"> All teachers will provide specific feedback about current professional development activities and the degree to which it positively impacts their professional growth. 	<ul style="list-style-type: none"> 100% of teachers will anonymously participate in the professional development survey re: how PD is delivered, the type of PD delivered, and the timeliness of PD being delivered. 	<ul style="list-style-type: none"> Panorama Student Engagement & Equity Survey Data. Increase in markings in the areas of school connectedness, adult relationships, teaching & learning activities, and equity-based practices within the classroom setting.

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress

				Progress Monitoring Meetings (April 30, 2021)	Monitoring Meetings (June 30, 2021)	Monitoring Meetings (October 30, 2021)
Administer a survey that will capture the diverse and varying professional development and growth needs of our staff.	Initial survey created & distributed	Associate Principal	December 7, 2020			
Based on survey results, implement differentiated Professional Development activities, with a focus on diversity, equity, and inclusion.	100% of teacher attendance, participation, and engagement	Principal	1st and 3rd Monday Staff Development meetings, School Improvement Days, and Staff Institute Days			

EQUITY GOAL

Equity Goal Leading with Integrity & Professionalism - V.C.2: Creates a Culturally Responsiveness Climate				
Action Step Details Including Specific Activities and/or Strategies	Timeline (Specific dates, weeks, quarters, months, semester, year)	Responsibility (Person, Team, Committee, or Department)	Measurements of Success and Specific Review Dates	Progress based on Timeline and/or Review Dates
<p>1.) Use Panorama data to develop at least 10 lessons to address social emotional needs of black students and share with staff; lessons should be embedded within ALL core content areas.</p> <p>2.) Identify and remove barriers for our black students (systems, practices, & mindsets) to increase engagement/access/trust for our families.</p> <p>3.) Create a racially sensitive/culturally relevant walk-through form (equity audits within instructional rounds or walk-throughs), with an emphasis to support our black students</p>	<p>1.) Monthly Social Emotional Learning Committee Meetings Starting October 2020</p> <p>2.) Weekly Leadership & Equity meetings Starting September 2020</p> <p>3.) Monthly Equity Meetings Starting October 2020</p>	<p>1.) Social Emotional Learning Committee & Leadership Team</p> <p>2.) Equity Committee; Leadership Team; Grade Level Teachers</p> <p>3.) Equity Committee; Leadership Team</p>	<p>1.) Social Emotional Learning Committee meeting agenda and meeting minutes</p> <p>2.) Administrator Weekly contact log; Leadership meeting agenda; Monthly Equity Meeting agenda/notes</p> <p>3.) Leadership meeting agenda; Equity Committee minutes and agenda</p>	<p>1.) Social Emotional Learning Committee Meetings: 3rd Thursdays of each month</p> <p>2.) SILT Meeting Dates: 10/5, 11/2, 12/7, 1/4/21, 2/1/21, 3/1/21, 4/5/21, 5/3/21</p> <p>3.) Equity Committee Meetings: 10/15, 11/19, 12/17, 1/21/21, 2/18/21, 3/25/21, 4/15/21, 5/20/21</p>

4.) In consultation with district administration, all staff will engage in 3 equity modules (along with pre/post activities) designed to address root cause, implicit bias, and equity.	4.) January 4, March 16, May 3, 2021	4.) Principal	4.) 100% Staff participation, attendance, & engagement in all DEI modules (all 3 – Modules A-C).	4.) April 30, and June 20, 2021
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Unit 4 Strategic Plan and Board Resolution Non-Negotiables Annual Confirmation

School SIP team that promotes shared leadership in development of the SIP	SIP Plan that has 2-3 SMART goals with action steps	Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training	K-2 Literacy Plan incorporated in the SIP plan for elementary schools	Implementation of two elements of the Danielson Framework included in the SIP plan
Yes	Yes	Yes	N/A	Yes

BUDGET

BUDGET	Timeline		Source of Funds	Accountability	Budget					
	Start Date	Completion Date	What funding source is being used?	Person(s) Responsible/	Salary Stipend or Sub costs	Benefits (x .2501)	Supplies	Other Services	Capital Outlay	TOTAL
School Improvement Team Committee and Subcommittee Chair Stipends (Leave)	October 2020	October 2021	SIP	Sara Sanders	\$13,000.00	\$3,251.30				\$16,251.30
Attendance Improvement Ad-Hoc Team Stipends (team of Franklin staff who will participate/organize/plan student support meetings, home visits, parent engagement nights, professional development conferences, webinars, etc.)	Fall 2021	Spring 2022	SIP	Sara Sanders	\$7,000.00	\$1,750.70				\$8,750.70
Academic Applications & Licenses for students for supplemental teaching & learning resources (i.e. Woot Math, Khan Academy, etc.); leveled textbooks & novels for students (especially diverse, non-fiction texts)	October 2020	October 2021	SIP	SILT Chairs			\$4,999.80			\$4,998.00

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									TOTAL	\$30,000 .00

ADDITIONAL SCHOOL SPECIFIC INFORMATION

System Needs Assessment Response

This section is only for schools designated as underperforming or lowest performing from ISBE's summative designations.

Complete the Illinois Quality Framework Supporting Rubric on IWAS. One SMART goal for the School Improvement plan must be identified from the IQFSR.

Summarize your findings from the Illinois Quality Framework Supporting Rubric

Standard	Overall Rating	Identified as a priority? Y/N
Standard I: Continuous Improvement	[Accomplished]	[No]
Standard II: Culture and Climate	[Emerging]	[No]
Standard III: Shared Leadership	[Emerging]	[No]
Standard IV: Governance, Management, and Operations	[Emerging]	[No]
Standard V: Educator and Employee Quality	[Emerging]	[Yes]

Standard VI: Family and Community Engagement	Emerging	No
Standard VII: Student and Learning Development	Emerging	No

Provide a rationale for selecting the standard identified as a priority, explaining how focusing on the standard will improve the school system.

Standard V: Educator and Employee Quality, specifically focusing on Indicator “V.A.4 All opportunities for professional learning are differentiated based on educator needs.” This is a focus of ours because in previous staff surveys it was indicated that School Improvement Goals did not translate into Professional Development activities and opportunities.

Additional information that School Improvement Leadership Team would like to include in the plan (example Magnet)

Franklin STEAM Academy is a Magnet school in our 4th year of our 5-year grant under the federal Magnet Schools Assistance Program. This correlates well with the magnet grant goals, which have specific growth targets in the areas of Math and Reading.