

Franklin City (044008) - Warren County - 2022 Plan Overview

Goal:

1) Graduation SMART Goal: By the end of the 3-year plan, May 2024, any student in grades 9-12 identified as "off track" in their chosen graduation pathway will decrease by 20% as measured by credits earned, competency scores in English and math, graduation seals, industry credential, and or college and career readiness tests.

Root Cause(s): Of those students that are not "on track" for graduation, 53% are economically disadvantaged and 44% are identified as SWD. There are many students common to both groups. While students have equal access to the curriculum, SWD may benefit from more intensive interventions in their identified area of disability. Students typically are co-taught in the general education setting in the areas of ELA and mathematics with additional specially designed instruction occurring within study skill periods. The current co-teaching model may benefit from targeted, small group interventions within the regular classroom. Additionally, the creation and maintenance of explicit graduation plans in conjunction with students' IEPs may prove useful to properly identify areas of concern regarding graduation requirements. Increased district investment in a dedicated transition coordinator would assist students in fulfilling graduation pathways, especially for those students who may be challenged to meet established competency scores.

Student Measure: Student measures include, but are not limited to: progress monitoring, i.e. Aimsweb or classroom created formative assessments, course grades, credits earned, End of Course assessment scores.

Adult Implementation Measure: The adult implementation measure is indicated by classroom instructional practices that are comprised of: Standards-based instruction tied to depth of knowledge, quality assessment design using the backward design process, mastery learning, differentiation, and small group instruction.

Strategy 1.2

Community, Family Engagement Description:

To increase opportunities for families to engage in college and career exploration, especially for those students that are undecided in terms of future plans.

Link(s) to Vulnerable Youth Population: Students with Disabilities, Homeless Youth, Foster Children, English Language Learners & Immigrant/Migrant Students, Justice Involved Youth, Low-Economic Status Students, Gifted Student

Action Step 1.2.1

Parent Involvement Description:

Currently, we review the individual graduation plans annually per the conditions stated on the ODE which includes parent involvements. Our guidance department has an open door policy in which students and parents may make appointments at any time. There are opportunities for students to participate in college fairs, but there are limited career fairs. Over the next three years of this plan, Franklin City Schools will seek to increase the number and scope of career fairs offered to our parents and students.

Strategy 1.3

Multi-tiered Systems of Support Framework Description:

Strengthen the existing MTSS (Multi-tiered Systems of Support) framework at all grade levels.

Link(s) to Vulnerable Youth Population: Students with Disabilities, Homeless Youth, Foster Children, English Language Learners & Immigrant/Migrant Students, Low-Economic Status Students

Action Step 1.3.1

Data driven MTSS Description:

The existing MTSS (Multi-tiered Systems of Support) framework consisting of PBIS and RTI that currently exists in grades K-12 will be reviewed to ensure that the following exists at all grade levels and that data collection tools are in place leading to an increase in those students identified as "on track" for their chosen graduation pathway: a) school-wide support for all students b) data driven decision making and problem solving c) multilevel prevention systems and progress monitoring d) evidence based intervention strategies Adopt and implement a research based survey tool to measure SEL and student success. Adopt and implement a research based progress monitoring tool for reading and math that is systemic for grades K-12.

Goal 2:

2) Instruction

SMART Goal: By the end of the 3-year plan, May 2024, all teachers will have completed professional development on the components of a strong Multi Tiered System of Support instructional model including how to effectively use data from progress monitoring tools to strengthen core instruction as measured by professional development hours and transfer of learning in the classroom.

Root Cause(s): There is a lack of evidenced based instructional strategies to meet the needs of all learners. There is also a need for a K-12 progress monitoring instrument.

Student Measure: Data from Grade Level Report NWEA MAP - percentage of students that met or exceeded the norm - will be used as a data point for strength of core instruction. Goal is 80% Decrease in the number of students needing RTI Tier 2 instruction as core instruction is strengthened. Evidence of gap closing as measured by a district progress monitoring tool for reading and math (i.e. aimswebPlus).

Adult Implementation Measure: Evidence of implementation of mastery learning, small group instruction, and effective assessment instruments as measured through the OTES 2.0 process and walk-throughs.

Strategy 2.2

Leadership, Administration, Governance

Description: All leaders and administrators will recognize, refine, and reinforce quality instructional practices.

Link(s) to Vulnerable Youth Population: Students with Disabilities, Homeless Youth, Foster Children, English Language Learners & Immigrant/Migrant Students, Justice Involved Youth, Low-Economic Status Students, Gifted Student

Action Step 2.2.1

Professional Development Description:

All leadership that evaluates certified staff will participate in professional development to recognize instructional best practices that consist of : 1. Standards aligned instructional delivery tied to depth of knowledge 2. Assessment design 3. Mastery Learning and Differentiated Instruction This is to ensure that administrators are equipped to not only recognize these practices but are able to offer refinement and reinforcement as necessary through the evaluation process.

Strategy 2.3

Professional Capital Description:

To invoke administrative transfers to offset an equity issue when hiring, typically inexperienced, staff members.

Link(s) to Vulnerable Youth Population: Students with Disabilities, Homeless Youth, Foster Children, English Language Learners & Immigrant/Migrant Students, Students of Military Families, Justice Involved Youth, Low-Economic Status Students, Gifted Student

Action Step 2.3.1

Hiring for the position, not the building Description: Franklin City Schools only hire teachers that are licensed in the grade and content in which they are assigned. We typically only lose teachers due to retirement. Franklin City Schools will be intentional when placing new hires (typically inexperienced teachers) so as not to create an equity issue in which students would experience more than one consecutive year with inexperienced teachers.

Strategy 2.4

College and Career Readiness Description:

Of those students that are not "on track" for graduation, 53% are economically disadvantaged and 44% are identified as SWD. There are many students common to both groups. While students have equal access to the curriculum, SWD may benefit from more intensive interventions in their

identified area of disability. Students typically are co-taught in the general education setting in the areas of ELA and mathematics with additional specially designed instruction occurring within study skill periods. Link(s) to Vulnerable Youth Population: Students with Disabilities, Homeless Youth, Foster Children, Low-Economic Status Students

Action Step 2.4.1

Improving Core Instruction and Explicit Graduation Plans for Identified Students Description: The current co-teaching model may benefit from targeted, small group interventions within the regular classroom. Additionally, the creation and maintenance of explicit graduation plans in conjunction with students' IEPs may prove useful to properly identify areas of concern regarding graduation requirements. Increased district investment in a dedicated transition coordinator would assist students in fulfilling graduation pathways, especially for those students who may be challenged to meet established competency scores. Providing teachers with more instructional tools in their toolbox would result in an increase in student performance. Students would benefit from expanding the instructional repertoire of the teacher.

Strategy 2.5

Evidence-based Instructional Practices Description: Observable instructional practices will include: 1.) Standards-based instruction aligned to DOK 2.) Quality assessment design using a 'backward design' model 3.) Mastery learning 4.) Differentiation
Link(s) to Vulnerable Youth Population: Students with Disabilities, Homeless Youth, Foster Children, English Language Learners & Immigrant/Migrant Students, Justice Involved Youth, Low-Economic Status Students, Gifted Student

Action Step 2.5.1

Professional Development Description: There will be a multi-year, district-wide professional development plan that will focus on: 1. Standards-based instruction at the appropriate depth of knowledge 2. Assessment design 3. Mastery learning with differentiation Franklin City Schools will partner with a vendor that comes with an evidenced based resume in assisting other districts with similar goals.