

Franklin Elementary School



2007-2008

**Report for
NCLB, PA 25 and
SchoolWide Title 1**

Table of Contents

Overview	4
Community Description	4
Unique Local Insights.....	4
Vision, Mission and Goals	5
Franklin Core Values	6
District Administration, School Board, and Building Directory.....	6
Franklin School Staff 07/08	7
Student Enrollment.....	7
Economically Disadvantaged	10
Instructional Day.....	10
Schoolwide Reform Strategies.....	12
Assessment Plan/ Scientifically Based Strategies	12
Coordination And Intergration Of Federal, State, And Local Programs And Resources	13
School Improvement Plan.....	16
Involvement of All Stakeholders.....	16
Assessment	17
Teacher Participation in Assessment Decisions	17
Title 1 Plan 2006-2011	17
School Improvement Goals 2006-2011	17
Schoolwide Comprehensive Plan	22
Program Evaluation	23
Assessment Plan	23
Assessments.....	24
Support Services and Programs	24
Additional Support Services.....	27
Comprehensive Needs Assessments.....	28
Comprehensive Needs/DIBELS Assessment (Three times per year).....	29
Assessment for Title I Services	32
Program Evaluation	32
Assessment Plan.....	32
Standardized and Authentic Assessments	33
MEAP Analysis.....	33
MEAP Data.....	34
Percent of Students Taking MEAP.....	35
Demographics	36

Comprehensive Needs Assessment	40
CNA Results	42
Comprehensive Needs Assessment.....	42
Needs Assessment Analysis	42
CNA Development Process	43
CNA Conclusions	43
Accreditation Status and Adequate Yearly Progress	43
Accreditation Status for 2006-2008	43
Achievement Results for 2006-2008	44
Other Indicators	47
Attendance	47
Technology	48
Careers	48
Parent and Community Involvement	48
Parent/School Connection:.....	48
Parent Teacher Conferences	50
Community Involvement.....	55
Safe Schools	55
Curriculum	56
CAPS Instructional Staff Information, Qualifications, and Professional Development.....	57
Teaching Experience	57
Highly Qualified Teachers & Strategies to Attract Highly Qualified Teachers ...	57
Teacher Certification	57
High Quality Professional Development.....	58
Appendix – Schoolwide Program Components Index	59

Overview

Community Description

Franklin Elementary School serves 361 students in grades MSRP, PreK-5 in Cadillac, Michigan. Cadillac is an industrial community of 10,000 residents in the city and another 10,000 in the area immediately surrounding the city. It is part of a school district that includes five elementary schools, a 6th and 7th grade middle school, an 8th and 9th grade junior high, a high school for grades 10 through 12 as well as an alternative high school to meet the specific needs of some students. Aside from the Public school system, the community also includes a Catholic school for grades Pre-K through 7, and two Christian schools for grades Pre-K through 12.

The community is comprised of many automotive-related industries as well as headquarters for several worldwide corporations. The community also boasts a lucrative resort business during the summer months. The greater Cadillac community is expanding due to increased retail businesses locating in the area. The community has experienced a growth rate of about 12% per decade for the past two decades and another 6% is anticipated during the next five years. The median income per household in the Cadillac area is estimated at \$38,406 in 2006.

Unique Local Insights

Franklin Elementary is a neighborhood school, located six blocks from the downtown business district and three blocks from the hospital. A little more than half of the student body is bussed to school each day. The students living outside of a six-block radius of the school are bussed to the building. The houses in the immediate vicinity are single-family dwellings for middle-income households. The district also draws from the upper class housing bordering Lake Cadillac. There are two subsidized housing projects also within the Franklin District. The following graph illustrates the socio-economic breakdown of the school based on the number of students participating in the subsidized lunch program.

Vision, Mission and Goals

Vision

Our vision is to prepare all students for the challenges they will face as they transition through life and in their quest to become productive and responsible members of society.

Mission

The mission of Franklin Elementary is to effectively educate children academically, socially, emotionally and physically.

Goals

1. Students will be able to effectively communicate in written form across all curricular areas.
2. Students will read and comprehend informational text in order to apply knowledge gained from the text.
3. Students will improve their proficiency in Mathematics based on Michigan Content Standards and Benchmarks Criterion for success.
4. Students will increase their proficiency in Social Studies based on Michigan Content Standards and Benchmarks.
5. Students will meet or exceed district and state standards in Science based on the MEAP.
6. Staff and administration will promote parental communication and involvement in their child's education to ensure the success of their student.

Franklin Core Values

1. We believe that all students can learn. To assure that we are meeting that expectation, we are using State, ISD and District common assessments to Guide our instruction.
2. We believe that each child is unique and respect each one with their diverse characteristics. To assure that we are meeting each child's (expectations), we Implement programs such as CCC, MLPP, CSI (Child Study Interventions) and DIBELS.
3. We corroborate principles of integrity, excellence and quality. Therefore, we use the programs of Respect and Protect, and Love and Logic.
4. We provide a safe learning environment by implementing all state codes and our Crisis plan.
5. We believe that communication with parents is vital to student success. Therefore, we will respond to all parent communications within the 24 hours.

District Administration, School Board, and Building Directory

Central Office

421 S. Mitchell St.
Cadillac, Michigan 49601
231-876-5000

Superintendent:

Assistant Superintendent:

Director of Curriculum and Instruction:

Community Schools:

Paul Liabenow

Pat Briggs

Kenneth Gorlewski

Cadillac Area Public Schools Board of Education:

CAPS-Board of Education consists of seven members from a cross section of the community, all of whom are active in their professional lives. Public Board meetings are held at least once a month.

President: Craig Weidner
Steve Anderson
Gary Rexford
Eric Baker
Judy Coffey
Roger Hopkins
Michael Stebbins

Franklin School Staff 07/08

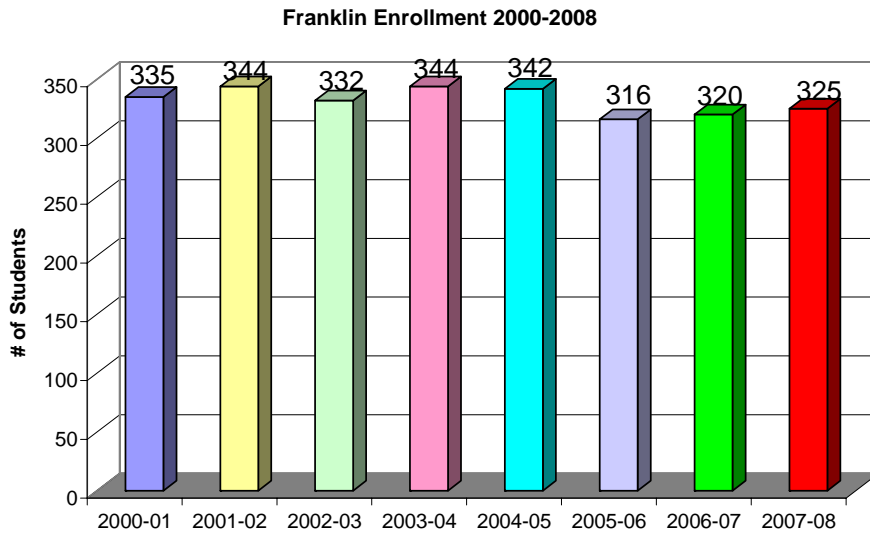
Principal	Joy Beth Hicks
Administrative Assistant	Nancy DeWitt
4 Year Old Program	Marsha McGuire T.A. Julie Schneider
Jr. Kindergarten	Nicole English
Kindergarten	Kerri Roby, Katie Draper
First Grade	Deb Roy, Karen Pruum
Second Grade	Jeanine Emmons, Cindy Rogers
Third Grade	Van Bosman, Mary Jane Sterner
Fourth Grade	Lina Kane, Lynette Hudson
Fifth Grade	Deb Chilman, Renee Gussert
Special Education	Jason Kanouse, Penny Fynn
Art	Kathy Mills
Physical Education	Deb Anderson
Vocal Music	Mike Filkens, Kaitlynn
Reading Specialist	Heidi Stange
Counselor	Leslie Benson
Teacher Assistant	Margie Annis
Health Aides	\Kim Dunlop, Sheri Leightner, Laurie Maxwell, Mary Pals
Cook	Louise Gerding
Custodians	Ed Richards, Sue Haysmer
Playground/Lunchroom	Brenda Greenfield, Theresa Frye, Tammy West
Supervisors	Sandy Derror
Clubhouse	Cindy Cuddeback, Annie Felsk

Student Enrollment

Franklin Elementary enrollment has averaged 320 students over the last three years. For the 2007-2008 school year, 325 students Jr. K –5th and another 32 MSRP students for a total of 357 students. Of those 357 students 55% were economically disadvantaged. Since 2000-2001 there has been a decrease in students, but an increase in the percentage of economically disadvantaged. The number of students receiving free or reduced lunch has increased from 46% in 2005-2006 to 55% in 2007-2008. The gap between male and female students has gradually decreased from 9% to 1% (2003-2004 to 2007-2008).

Overall, Franklin’s student population has been declining. From the 1999-2000 school year to the 2007-2008 school year, Franklin’s enrollment has decreased by 10 students. In the 2006-2007 school year the average class size was at 22 students. Considering the projected enrollment of the incoming Kindergarten class a decision was made to increase the number of class sections from 13 to 14.

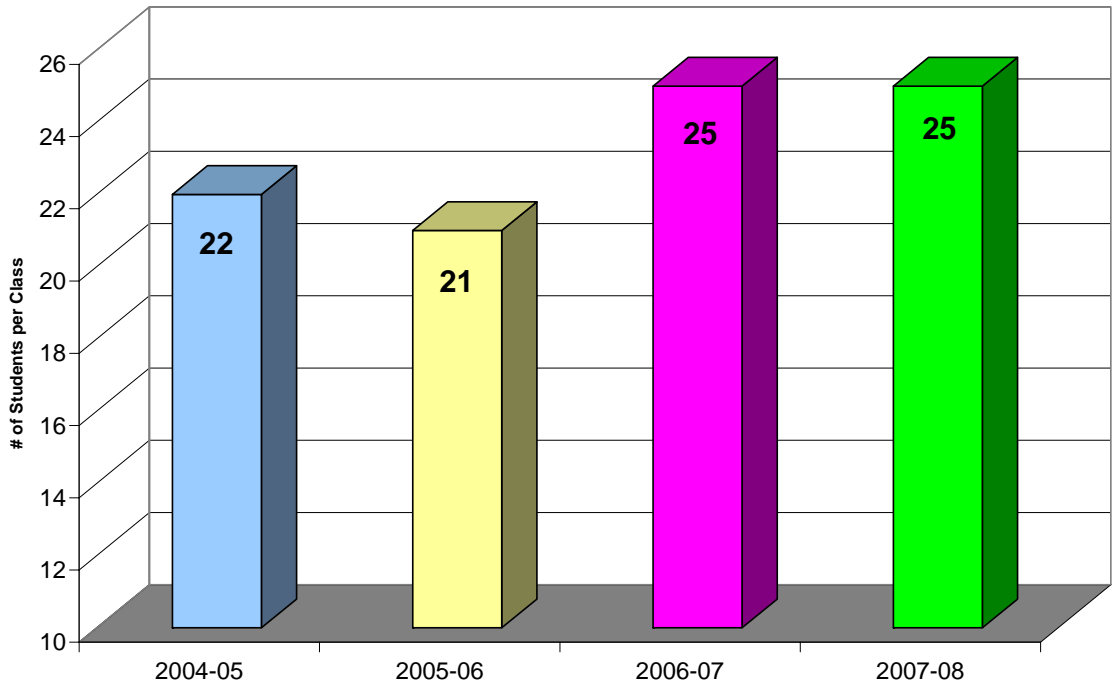
For the current 2008-2009 school year, Franklin Elementary has 357 students enrolled. Franklin has also added a section from 10 sections in 2007-2008 to 11 in 2008-2009 to meet the need of this increased enrollment. We do not have the data to show specifics for the 2008-2009 school year because the year has just started.



Group	Total Franklin Elementary Enrollment									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	139	40.4%	133	38.9%	141	44.6%	149	46.6%	179	55.1%
Ethnicity	12	3.5%	9	2.6%	10	3.2%	12	3.8%	9	2.8%
Students with Disabilities	10	2.9%	11	3.2%	27	8.5%	28	8.8%	35	10.8%
Limited English Proficient (LEP)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Homeless	1	0.3%	1	0.3%	0	0.0%	1	0.3%	9	2.8%
Migrant	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Male	190	55.2%	179	52.3%	161	50.9%	165	51.6%	163	50.2%
Female	154	44.8%	163	47.7%	155	49.1%	155	48.4%	162	49.8%
Total Population	344	100.0%	342	100.0%	316	100.0%	320	100.0%	325	100.0%

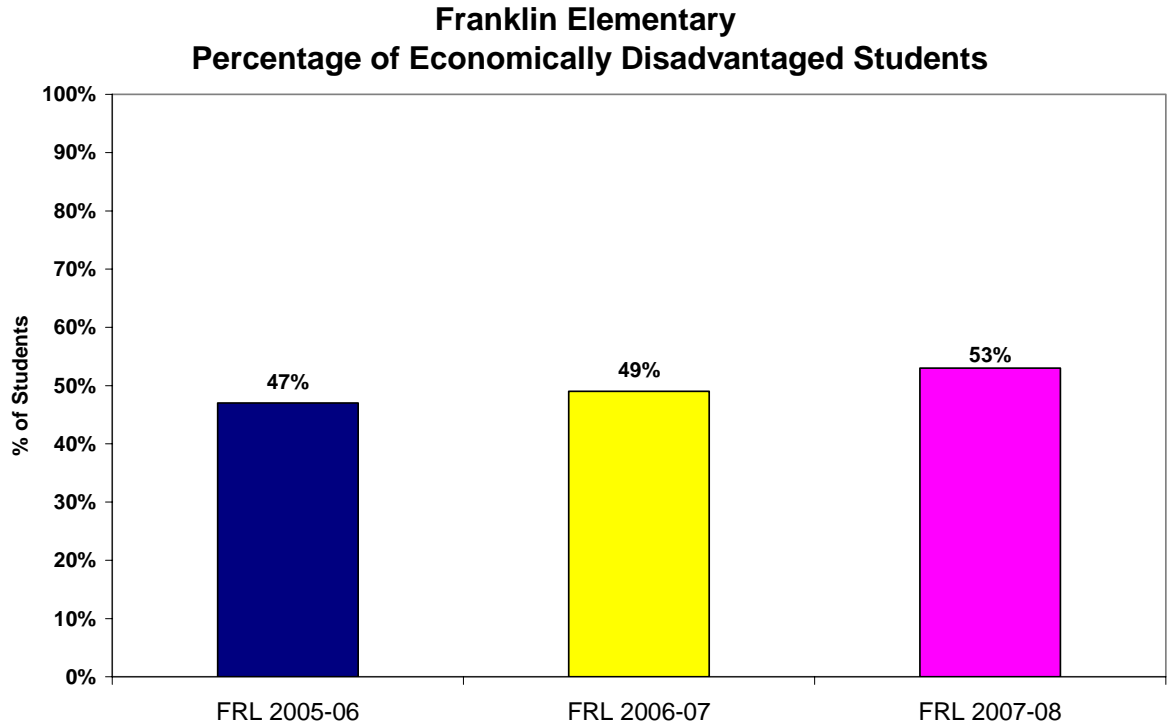
Class sizes for all grade levels at Franklin Elementary School averaged 22 students per classroom.

Franklin Average Class Size 2004-2008



Economically Disadvantaged

Franklin Elementary strives to provide a quality education for all students. The Cadillac area, while growing, continues to support a significant number of economically disadvantaged families. Michigan has the highest unemployment rate of all fifty states.



Instructional Day

The basic instructional day at Franklin Elementary School took place between the hours of 8:50 a.m. and 3:45 p.m. daily with a thirty-five minute lunch period for all students. Throughout the school year, Franklin students are provided 178.5 days of instruction.

Preschool Transition Plan:

Preschool Transition

Our MSRP teachers and paraprofessionals observe the incoming three year olds transitioning from our ISD and Headstart programs. The students and parents visit our classrooms. Mapping is completed on each student with the WMISD teachers, Lincoln teachers, paraprofessionals, and the student's parent(s). Our MSRP staff completes a Denver screening and one home visit with the incoming MSRP students.

MSRP Students transitioning into Jr. Kindergarten and Kindergarten:

All Jr. Kindergarten and Kindergarten staff attend transitioning meetings with incoming students from Headstart and the WMSID. All students who are 5 by December 1st are encouraged to attend our Jr. Kindergarten and Kindergarten Roundup. During roundup, our teachers assess each student. Once the assessment is completed a teacher will meet with the parent and discuss their child's results. This assessment helps us decide if the student is ready for Jr. Kindergarten or Kindergarten. The Jr. Kindergarten teachers and Kindergarten teachers along with the principal will do one home visit before the school year begins. We believe that this home visit is a very positive communication peace with the parent and the school.

Fifth Graders Transitioning into the Middle School:

The Middle School principal visits our Fifth Grade students. He explains the procedures and policy for the Middle School. The students attend the Middle School for one day in May, participating in a mini schedule, which includes receiving their food card and eating lunch there. The parents are invited to visit the Middle School on a designated evening. The fifth graders pick up their schedules in August and have the opportunity to experiment with their lockers, visit the classrooms, and meet the principal and their teachers.

New Students:

The principal and secretary greet new students. They orient the student to Lincoln by introducing him/her to their teachers, counselor and staff. The new student is paired up with a Lincoln student from their class to introduce them to friends and help them become oriented to Lincoln. Our counselor provides New Comer sessions for four weeks for the new students.

Schoolwide Reform Strategies

Assessment Plan/ Scientifically Based Strategies

RTI –Response To Interventions – Weekly RTI Team meets every Friday at 8:15am

Response to Intervention is an approach to delivering services to all students that includes the coordinated efforts of general education, supplemental intervention services (Title One), and special education. In CAPS RTI model, intervention is provided through a multi-tiered system of service delivery. Within each tier, the problem-solving framework is utilized. Within the RTI framework, all students in the school are screened for academic difficulties (reading, CNA which includes DIBELS) and mathematics. Intervention plans are developed and implemented for students identified as at risk on the universal screening instrument. The effectiveness of the intervention is systematically monitored using curriculum-based measures (CBM). Based on progress monitoring data, intervention plans are adjusted and changed as needed. RTI practices are proactive in nature. Systematic interventions are put into place as soon as the student demonstrates a discrepancy from local and national standards. The heart of the RTI model is prevention. The model strives to reduce the incidence of instructional causalities by ensuring the students are provided with high quality instruction within the general education classroom and within the provided supplemental services.

In addition to the prevention component of the CAPS RTI approach, implementing the model provides an alternative to severe discrepancy method in the identification of students with Specific Learning Disabilities. In our RTI model, students who continue to struggle within the general education curriculum despite intensive, explicit, and systematic intervention as evidenced through progress monitoring results can be found eligible for special education services under the Specific Learning Disabilities label.

CAPS eight core principles included in their RTI are:

1. We can effectively teach all children.
2. Intervene early
3. Use a multi-tier model of service delivery
4. Use a problem solving method to make decisions within a multi-tiered model.
5. Use research-based scientifically validated interventions/instructions.
6. Monitor student progress to inform instruction
7. Use data to make decisions
8. Use assessment for three different purposes: screening applied to all children to identify those who are not making academic progress at expected rates, diagnostics to determine what children can and cannot do in important academic domains and progress monitoring to determine if academic interventions are producing desired effects.

Coordination And Integration Of Federal, State, And Local Programs And Resources

<u>School Wide Components:</u>	<u>Fund Source:</u>	<u>Programs:</u>
1. Comprehensive Needs Assessment	General Funds	Franklin School-wide Assessment Program
2. School Reform Strategies	General Funds State Grant Section 31A Funds	Franklin School Improvement/ Schoolwide Plan
4. Instruction by Highly Qualified Teachers	Title IIA and General Funds	Franklin School Improvement Plan
5. Strategies to Attract Highly Qualified Teachers	General Funds (1) Title II, Part A (2)	New Teacher Orientation Program (1) Mentoring Program(1) District Professional Development Plan (1,2) ISD Professional Development Plan (1,2) Conferences to Support Continual learning (1,2) Clean and Attract Work Environment (1) Appreciation Gifts (1)
6. Highly Qualified and Ongoing Professional Devel.	General Funds (1) Title II A (2)	Collins Writing (2) Balance Assessments (2) Instruction Strategies (1,2) Common Assessment Tr. (1,2) Professional Learning Communities (1,2) Writing Support Group (1,2) Six Traits of Effective

		Writing for Upper Elem. (1,2)
7. Strategies to Increase Parent Involvement	General Funds (1) Title 1 (3)	Open House (1) Parent Learning Nights (3) Love and Logic Parent (3)
8. Teacher Participation in Making Assessment Decisions	General Funds (1) Title II A (2)	Balanced Assessment Training (2) Curriculum Meeting (1) Instructional Advisory Committee Meetings (1) Grade Level Meetings(1) School Improvement Team Meetings (1)
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Title 1 Funds (3) General Funds (1) Section 31 A (4) Title II D Funds (5) Title V Funds (6) Title II, A (2)	Extended Day (3,6) Parent Training (3) Summer School (3,1,4) Social Work Services (3) Paraprofessionals (3) Support Materials (1) Support Groups (3) Additional Teacher Support (3) Technology (1,5) Small Class Size (1)
10. Coordination and Integration of Federal, State, and Local Program and Resources.	General Funds (1) Title I (3)	Coordination of funds is completed by the State And Federal Programs Coordinator with staff, Administration and Central Office. (1,3)

At Franklin Elementary School, we also coordinate and integrate the following programs from our local organizations to enhance, supplement and support our general education program:

Kids Hope – This is a highly training adult mentoring program designed to provide the at-risk students with a caring adult from the First Baptist Church who monitors the student’s progress in the affective and academic domains.

Cadillac Mental Health – Franklin School works closely with the organization to provide our high need students with outside counseling services that are more intensive than we are able to provide within the school setting.

OASIS – This is a shelter for women and children from abuse situations. We work with this home to develop a positive and productive line of communication to increase the academic and social transition into our school for these needy children.

Department of Social Services – Our partnership is designed to help children that may be neglected or abused find refuge from these situations and change this negative behavior so families may be more nurturing and loving.

Chartwells Food Services – We have work cooperatively in developing a wellness program for the children of Franklin that teaches good nutrition, physical exercise and positive social habits that lead to a healthy lifestyle.

Foster Grandparent Program (Catholic Human Services) – We have grandparents “adopt” classrooms to assist the classroom teacher in small groups and individual settings to increase reading support.

Junior Achievement – We have teamed with businesses and industries within Cadillac to provide speakers who help our students understand the relevance of learning and its relationship to jobs and financial gain.

Chamber of Commerce – Members of our chamber of commerce visit our school and help our students to understand the manner in which the chamber and businesses influences and benefits our community.

Wexford-Missaukee Intermediate School District – We work closely with our ISD to develop common assessments, coordinate professional develop, provide evaluations for unique learners, and monitor curriculum changes and cooperative bidding on materials and supplies. We also work close with them as students transition from their pre-school programs to our elementary programs.

DARE – Our fifth grade students are instructed by trained Wexford County Deputies in the dangers of drug use and methods of resisting negative peer pressure.

Cooley Alternative Education Tutors – Our community alternate school students tutor our Kindergarten students in the areas of Mathematics and Language Arts.

Cadillac Mercy Hospital – Members of their staff provide training to our staff for crisis prevention and other student wellness programs.

School Improvement Plan

Decision Making Process

Franklin maintains an active School Improvement Team that consists of teaching staff, support staff, administration, and parents. Ideas and information gained from our many assessments are analyzed to assist in the development and implementation of goals for the school; including professional development and Title I plans. All stakeholders are invited to participate in the development, review and evaluation of the school improvement plan.

School Improvement Plan Review

Lincoln's School Improvement Team meets at the beginning of each school year as means to ensure an understood focus for the school year. The team meets again at the end of the school year to evaluate the building's progress toward our goals. In addition, the team meets monthly for the purpose of ensuring the building maintains focus on the agreed upon goals.

In the event that student performance indicators reveal additional or different student needs, the team will analyze the data and make changes to the plan accordingly

Involvement of All Stakeholders

Parents, certified and non-certified staff, students, and community members are all invited to be involved in the development and implementation of the building's school improvement plans. The district school improvement team also includes members of the Chamber of Commerce, Wexford-Missaukee Intermediate School District, and several parents in order to assure that the district's stakeholders are able to participate in the development, review, and evaluation of the district school improvement plan.

Assessment

Teacher Participation in Assessment Decisions

Franklin Elementary School maintains an active School Improvement Team that consists of teaching staff, administration, support staff, parents, and community members. Information gathered from our Comprehensive Needs Assessment are analyzed to assist in the development and implementation of goals for the school. This includes our Title I plans and helps our staff focus on the areas of need for our professional development for the year. All stakeholders are invited to participate in the development, review, and evaluation of the school improvement plan.

Title 1 Plan 2006-2011

- I. **Content areas covered:** Math, Reading, Writing, Science, and Social Studies.
- II. **Program delivery:** All students in grades (K-5) have the opportunity to receive Title 1 services if they are in academic need.

School Improvement Goals 2006-2011

Definition of the Strategies implemented to reach our goals:

RTI- Response to Intervention. RTI team refers to the team within the building consisting of both general education (including Title I) and special education staff from both the ISD and local school district..

SME-This is our technology program in which the students work at their level in reading and math, four times a week , 40 minutes each period.

CNA- Comprehensive Needs Assessment for reading

MLPP- Michigan Literacy testing in reading areas of letters, fluency and comprehension

DIBELS- Dynamic Indicators of Basic Early Literacy Skills

Collins Writing Folders- FCAs per grade level,

Home Kits- Kits that are designed to be used at home, parent and child each night for 10-15 minutes. Every week the child is tested in a specific reading area and must pass in order to receive the next kit.

AM Tutoring Program- Our highly qualified teachers and paraprofessionals implement the Reading Naturally program one hour before school for our Title I students.

PM Tutoring Program- Our highly qualified teachers and paraprofessionals implement math strategies for our Title I students.

Our goals are:

Goal #1: All students will be able to effectively communicate in written form across all curricular areas.

Criterion for Success:

Percentage of students meeting or exceeding district and state standards will increase by 3% annually.

Strategies:

- Collins Writing Folders (3 FCAs)
- Types III, IV, and V writing pieces
- Writing Coach and grade level teachers meet Monthly
- Six + 1 Traits Writing
- Home Kits
- Tutoring Program
- Intern teachers
- RTI
- Foster Grandparents
- Mentors

Assessments:

- CNA- 3 times a year
- MEAP
- MLPP Writing Assessments
- Building Common Writing Folders –3 times a year
- District Rubrics

Professional Development:

- All teachers will be trained to use the Collins Writing Program.
- The Writing Coach will meet with grade level teachers on a monthly basis.
- All teachers will be trained to use the Six + 1 Traits Writing
- Monthly collaboration- grade level meetings
- PLCs

Goal #2 All students will read and comprehend informational text in order to apply knowledge gained from the text.

Criterion for Success:

Students will score at level 1 or 2 on 3rd through 5th grade Reading MEAP.

Strategies:

- Informational reading text in all curricular areas.
- All staff will align their instruction to student need in reading.
- SME lab – 4 times a week
- Title I and Tutoring before and after school
- Fluency Packets
- RtI
- Home kits for parents to work with their child
- Mentors
- Foster Grandparents
- Parent Training Night -with home kits and reading strategies
- Tutoring before and after school
- Read Naturally

Assessments

- SME Scores
- CNA
- GLEC Common Reading Benchmarks Assessments
- Peer review of building progress toward goal
- WMISD assessments- 2 times a year
- RTI -Intervention Assessments
- MEAP grade 3rd through 5th
- Read Naturally

Professional Development:

- Teachers will be trained in implementing the Reading GLCEs
- Staff will be trained in MLPP and DIBELS
- Teacher representatives and staff will attend the CSI training and meetings every Friday
- Teachers will attend PLCs and grade level meetings
- Staff will be trained in Fluency Packets and Home Kits
- All teachers will meet with our Writing Coach- Type IV

Goal #3 All students will improve their proficiency in Mathematics based on Michigan Content and Standards and Benchmarks.

Criterion for Success:

MEAP levels one and two will increase by 5% for grades 3rd, 4th and 5th.

Strategies:

- SME- 4 times a week
- Title I
- Problem Solving and Enrichment for Math procedures
- Math manipulatives
- Implement district adopted curriculum
- Tutoring before and after school

Assessments:

- MEAP for grades 3rd-5th
- GLEC Common Benchmark- 4 times a year
- Math grade
- WMISD Assessments –2 times a year
- SME- Monthly

Professional Development:

- All teachers will be trained to use data to drive their instruction
- All teachers will attend grade level meetings sharing methods and strategies.
- All teachers will attend the Make-It- Take It PD at the ISD

Goal #4 All students will improve their proficiency in Social Studies based on Michigan Content Standards and Benchmarks

Criterion for Success:

Students will meet or exceed district and state standards in Social Studies with an increase of 3.5% yearly.

Strategies:

- Study of Core Democratic Values at each grade level
- Vocabulary from each unit
- Realignment of curriculum, scope and sequence, Standards and Benchmarks
- Collins Writing- Type IV

- Field trips related to curriculum
- Procurement of supplies to support goals

Professional Development:

- All teachers will attend the PD at the ISD on the alignment of the standards and benchmarks in Social Studies.
- All teachers will meet with their Writing Coach for Type IV S.S. Writing

Goal #5 All students will improve their proficiency in science based on the Michigan Standards and benchmarks.

Criterion for Success:

Students will meet or exceed the district and state standards with an increase of 2% annually.

Strategies:

- Vocabulary for each unit
- Science process-Hypothesis, investigation, observation, documentation and results through participation in experiments
- Science manipulative
- Science Assemblies and field trips according to the curriculum

Assessments:

- MEAP
- Collins Writing –Type IV
- District and ISD Assessments
- GLCEs Common Benchmarks

Goal #6 Promote parent communication and parent involvement in their child’s education to ensure success of student.

Criterion for Success:

There will be a 3% increase in parent involvement, communication and service learning.

Strategies:

- Parent Teacher Conferences
- Title I- Family Night
- Home Kit and Fluency Packet Parent Training
- Love and Logic
- VIP Day
- Family Fun Day
- DARE Graduation
- Responding to all parent communications within a 24 hour period
- Parents as Volunteers in the classroom

Assessments:

- Documentation of all phone calls
- Results of Parent Surveys
- Attendance of Title I Family Night
- Parent Teacher Conference Attendance
- Attendance of Family Fun Day
- Attendance of Home Kits and Fluency Packet Training
- Attendance of VIP Day, Love and Logic and DARE
- Signing in for Volunteers

Schoolwide Comprehensive Plan

RTI- Response to Interventions

Along with the Wexford Missaukee ISD, Cadillac Area Public Schools has adopted the Response to Intervention model. This multi-tiered model is based on the principles that we can effectively teach all children, and through early intervention, we can ensure reading success for all students and decrease the number of students in special education. The goals of our RTI project are:

1. Reduce the number of students identified as needing special education services under the category of Learning Disabled in the area of reading.
2. Increase the number of students reading at benchmark within the school districts.
3. Change identification from the IQ discrepancy model to a Response to Intervention model.
4. Restructure special education services so that students who are truly learning disabled can receive high quality, research-based, intensive instruction needed to remediate their reading disability. Special education will no longer be a life sentence.

These goals have been accomplished by:

1. Using reliable and valid assessments to identify students at risk for reading difficulties/disabilities early. We use DIBELS and MLPP as screening assessments as well as progress monitoring assessments.
2. Providing appropriate and high quality core and supplemental interventions based on the student data.
3. Involving parents in their student's education by offering very specific activities tailored to their child's needs.
4. Systematically monitoring the progress of each at risk student and making adjustments to the plan as needs.
5. Analyzing data on a school-wide basis and providing classroom/grade level recommendations as needed. To ensure that teachers have the resources to carry out the recommendations.
6. Providing professional development opportunities along with the general education department to further knowledge in the area of reading (i.e. LETRS and Teachers Reading Academies).

Program Evaluation Assessment Plan

In order to do an assessment screening on all K-5 students, we developed a comprehensive needs assessment (CNA) which is given to all students three times a year. It consists of DIBELS and MLPP assessments that cover all literacy skills in order to help us better identify struggling students. Then we are able to use that data to guide classroom and supplemental (Title I) instruction.

Comprehensive Needs Assessment has criteria that have been established for each assessment at all grade levels for the three assessment periods.

Kindergarten:

1. MLPP: Rhyme Choice and Rhyme Supply, Segmenting and Blending, Letter ID and Sound, Writing, Teacher Recommendation.
2. DIBELS: Initial Sound Fluency, Letter Naming Fluency, Sound Naming Fluency, Phoneme Segmentation.

First Grade:

1. MLPP: Letter ID and Sound, Rhyme Choice and Supply, Segmenting and Blending, Letter ID and Sound, Writing, Oral Reading Record, Teacher Recommendation
2. DIBELS: Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency.

Second Grade – Fifth Grade:

1. MLPP: Writing, Retelling, Teacher Recommendation

2. DIBELS: Oral Reading Fluency

Once students are identified as at-risk, we administer additional assessments when necessary to dig deeper, such as MAZE comprehension, Quick Phonics Screener, and Curriculum Based Measures. These tools help us to individualize our instruction further.

All assessors were highly trained on administering MLPP and DIBLES assessments.

These assessors are monitored periodically to ensure the integrity of data. Once the assessments are completed, the RTI Team reviews the reports with the classroom teacher. The RTI Team provides the teachers with a process for analyzing their data as a whole class as well as individual student data. The RTI Team also uses the CNA data to assess strengths and gaps in the curriculum. The RTI Team identifies specific teaching techniques that could account for strong or weak scores in a specific area. Once these techniques are identified, they are shared with all teachers who are provided with resources to implement change.

Assessments

MEAP (Fall – annually)

Third – Fifth Grade

WMISD Common Assessments (Four times a year)

Third – Fifth Grade (ELA and Math)

Accelerated Reader and Success Maker (Monthly)

Kindergarten – Fifth Grade

Collins Writing Portfolio (Four times a year)

Type 4 Writing

Teacher Assessment and Observation (ongoing)

TAT – Teacher Assisting Teacher – Trying interventions that will help the child succeed

WMISD Child Study (once per month) Referral for testing qualification for Special Education

Support Services and Programs

Each school is providing many intervention programs that are in addition to the core curriculum for their struggling readers. Supplemental programs under the RTI model are divided into three categories: Generalized Supplemental Interventions, Title One Programs, and Targeted Interventions.

Generalized Supplemental Interventions:

Success Maker Enterprise (SME):

SME is a one on one instructional computer program which provides math and language arts instruction and practice. Students work on the SME program 4-5 days a week for 25-30 minutes each time. Reports are generated and shared with the classroom teacher and parents.

Brain Gym:

Brain Gym is a series of simple movements that we use with students to enhance their experience of whole-brain learning. These activities make all types of learning easier, and are especially effective with academic skills. This program is devised to better motivate, entice, reinforce, drill, and “stamp-in” learning. The solution is whole-brain learning. Brain Gym activities allow students to access the parts of the brain previously inaccessible to them. The changes in learning and behavior are often immediate and profound.

Motor Moms and Dads

Motor Moms and Dads is a gross motor program that is run by parent volunteers who are specifically trained by the Occupational Therapists. Students are monitored and reassessed three times a year.

Finger Funatics

Finger Funatics is a fine motor program that is run by parent volunteers who are specifically trained by the Occupational Therapists. Students are monitored and reassessed three times a year.

Study Island

Study Island is a web-based program that provides practice on all GLCEs Second through Fifth Grade in Language Arts, Math, and Science (5th Grade only). They have opportunities daily at school to work on specific grade level GLCEs. This program is used at the beginning of each school year to help prepare students for the MEAP.

Reading Specialist:

The Reading Specialist provides supplemental programming for at risk students in grades K-5. Small group literacy instruction is provided daily. A variety of programs are implemented to teach the five key areas of literacy. Professional development is developed and provided by the three Reading Specialists within the district in order to maintain effective core instruction. The Reading Specialists compile data for our Comprehensive Needs Assessment and analyze student needs so that interventions can be offered to those who need it under the RTI model.

Title One Paraprofessionals:

Cadillac Area Public Schools has a full time paraprofessional in every elementary. They offer support in the classrooms by providing small group instruction in the areas of phonics, sight

words, phonemic awareness, and comprehension. They also provide assistance in our computer lab with SME, Read Naturally, and Study Island.

Targeted Supplemental Interventions:

Fast ForWord:

Our Fast ForWord computer lab provides students with poor phonics and poor auditory skills with 50 minutes of additional four to five days a week.

Read Naturally:

Read Naturally is a computer-based, individual, leveled reading program that provides students practice with timed readings to increase oral reading fluency. It also gives students practice with reading comprehension questions.

Sight Word Buddies:

Sight Word Buddies is a first/second grade program intended to build sight word recognition. Younger students are paired with older students for 15 minutes a day to use multi-sensory activities.

Fluency Partners:

Fluency Partners is a program designed for students who need to improve their reading fluency. The Fluency Partners are trained by an RTI Team member on how to use the repeated reading technique.

Reading Buddies:

Lower elementary are paired with upper elementary students in Reading Buddies to provide more opportunities for the students to practice reading aloud at their reading levels.

Blending Buddies:

At risk lower elementary students are paired with upper elementary students to practice blending sounds into words.

Skills Coaches:

Skills Coaches are volunteer tutors. Skills Coaches are provided to students who are not making adequate reading progress. They work under the direction of an RTI Team member. When students are identified weak in a specific reading area, the skills coaches are trained on how to use a supplemental kit. The supplemental kits provided are: Phonemic Awareness, Alphabetical Principal, Rhyme, Sight Word, Fine Motor, Beginning Math, Time, Money, and Measurement, Phonological Awareness, and Blends and Digraphs.

Additional Support Services

After School Tutoring:

After School Tutoring is provided for K-5 students that have been identified through our Comprehensive Needs Assessments as being at risk. A pre and post assessment is given to the students to assess growth during tutoring period.

Fall and Spring Intersession Programs:

The fall and spring intersession programs are designed for additional instruction during the fall and spring breaks. They allow teachers to give more individualized instruction and interventions to those attending. The fall and spring inter-sessions last for one week each and operate on regular school day schedules.

Foster Grandparents Program:

Foster grandparents are used within our building all year. They are provided with different strategies to support all academic areas when working with students. Foster grandparents work with those students that have been identified as needing extra interventions.

Summer Reading Program:

The Summer Reading Program provides those identified through our Comprehensive Needs Assessment as at risk readers with more support during the summer. This five week program focuses on teaching the five key areas of literacy. The students work in small groups (six students with one teacher) and receive individualized instruction for 3 hours daily. The data that's gained through summer school is provided to the child's next teacher so that interventions continue.

Franklin School Counselor

The Franklin counselor will provide services to enhance student motivation and self-esteem in order to increase student performance in the academic areas.

Summer Intersession Program will occur during the summer vacation, which will be a ½ day program. The programs provided will include: Reading, Writing, and Math.

III. Program Staff:

1. One instructional assistant
2. One counselor four days per week
3. Instructional tutors, mentors, and support personnel
4. Administrative staff

IV. Instructional Approaches:

1. Success Maker (Math & Reading)
2. Teacher assistant provides direct instruction for small groups of students or provides the classroom teacher release time to work with small groups of students.

3. Certified tutors in the core subjects of Science, Math, Language Arts, and Social Studies for students' mastery of the core outcomes.
4. Small groups within the classroom will receive instruction with occasional pull out instruction if the student's needs are best met in this setting.

Comprehensive Needs Assessments

We assess all Kindergarten – Fifth Grade students using the AR, WMISD assessment, DIBELS, CCC Math. This assessment is first given in September. The purpose of this assessment is to identify the students most at risk in reading and math. Our Franklin staff compiled the AR, CCC, CNA, WMISD and RTI information, forming home-based programs for our kindergartners through second students identified as “at risk”. Parents were trained and provided with specific activities that were tailored to their child's needs and based on data. Home based programs for grades Kindergarten focused on letter recognition and numbers 1-20. First grade students focused on sight word acquisition and numbers 1-100. Second grade students focused on reading fluency and adding and subtracting on digit numbers.

We set up a progress monitoring system within the school. At risk students were monitored weekly and adjustments in the student's intervention program were made based upon the data. The implemented kits would go home with the student on Monday and returned on Friday in which the student would then be assessed.

Title I and ISD staff established a training program for parents, Foster grandparents and KIDS HOPE mentors. They were instructed in the five elements in reading and four math areas along with their role in the bigger picture of a school reading and math program. They were taught how to implement multi-sensory activities to teach specific strategies. Franklin provided classrooms with multi-sensory kits for teaching letters, sight words and math. A system was set up so that the most severe students received more individual and small group instruction from volunteer workers. We provided a variety of supplemental intervention kits that can be used in small groups to target specific areas of deficits based on the data. The activities are aligned with DIBELS, MLPP, CCC and the Michigan Standards and Benchmarks for kindergarten, first and second grade. Volunteers, cadet alternative high school teachers and aides were taught how to use the techniques of repeated reading, counting words per minute to improve fluency, and timed numeral recognition.

Franklin Elementary Summary of DIBELS Assessments Comprehensive Needs/DIBELS Assessment (Three times per year)

Kindergarten – Fifth Grade

Reading instruction is explicit and systematic instruction in the following:

- a. Phonemic awareness
- b. Phonics
- c. Vocabulary development
- d. Reading fluency, including oral reading skills
- e. Reading comprehension strategies

All students grades K-5th were given the DIBELS assessments 3 times for this school year. An assessment team administered the assessments each time. The assessments were given in September, January, and May. This report includes the instructional recommendations for each grade level, keeping in mind that the goal for each classroom is to have 80% (or more) of students performing at benchmark, 15% (or less) performing at the strategic level and 5% (or less) performing at the Intensive level. All interventions that were provided outside of the core literacy program are also identified. Students that received intervention were identified after each assessment period and the intervention varied based on the need for intensity of instruction.

Kindergarten

In September 43 students were assessed. 63% of students were benchmark, 30% strategic, and 7% were intensive. Interventions included sending teachers to observe another kindergarten classroom that has implemented literacy stations. As a result, daily literacy stations were implemented. Also Cooley students worked with the intensive students daily for about 20 minutes outside of the classroom. The focus for this intervention group was letter name, letter sounds, and phonemic awareness skills using a multi-sensory kit provided by the ISD. This intervention continued all year long, changing students when needed. Also all intensive students received weekly take home kits that focused on letter ID and sounds. These students were also progressed monitored on a weekly basis.

In January 52 students were assessed. 87% of students were benchmark, 10% were strategic, and 4% were Intensive. This reflects tremendous gains regardless of the fact of 9 new students moving in.

In May 53 students were assessed. 81% were benchmark, 13% were strategic, and 6 % were intensive. There was a slight drop likely due to the fact of the added assessment of Nonsense Word Fluency, which tests the students sound symbol relationship and blending abilities.

First Grade

In September 43 students were assessed. 63% were benchmark, 33% were strategic, and 5% were intensive. Interventions that started in September and continued until the end of the year were 45 minutes 4 times a week of Title One Literacy stations. This is additional to the 90 minutes of core instruction. Also blending and sight word buddies were added 2 times a week for 20 minutes. This included the 5th grades pairing up with first graders to first work on blending sounds and then moving toward building sight word vocabulary. All intensive students also received weekly take home kits that focused on sight word and phrases using a multi-sensory approach. These students were progressed monitored on a weekly basis.

In January 46 students were assessed. 46% were benchmark, 37 % were strategic, and 17% were intensive. There was a drop in scores due to the addition of the Oral Reading Fluency assessment. Because of this drop in scores, each first grade classroom was provided with fluency tubs in which students read from daily at their reading level to help build fluency and comprehension. This intervention took place on a daily basis for 20 minutes. After school tutoring was also added in February, which focused on phonics instruction and fluency. Read Naturally was implemented to help with fluency instruction.

In May 42 students were assessed. 76% were benchmark, 17% were strategic, and 7 % were intensive. These scores reflect that students responded well to the interventions.

Second Grade

In September 51 students were assessed. 41% were benchmark, 29% were strategic, and 29 % were intensive. This class has been very low since Kindergarten and has been watched very closely. From September, to end of January all intensive students were pulled out to receive phonic instruction and sight word building. Students rotated in groups of 4 to different teacher directed activities. This intervention was offered 4 days per week for 45 minutes. Also all intensive students received weekly take home fluency folders and were progress monitored on a weekly basis. Students that did not complete the fluency folders as home were provided time at school to complete with a recess aid.

All intensive students were progress monitored weekly.

In January 51 students were assessed. 52% were benchmark, 19% were strategic, and 29% were intensive. Interventions added included providing classroom with fluency tubs in which students read from daily at their reading level to help build fluency and comprehension. Also all intensive students were moved from phonic instruction to building fluency using the Read Naturally program. This intervention took place 4 days a week for 40 minutes.

In May 51 students were assessed. 47% were benchmark, 31% were strategic, and 22 % were intensive.

Third Grade

In September 50 students were assessed. 50% were benchmark, 30% were strategic, and 20% were intensive. Interventions included all intensive students were pulled from classroom to do repeated readings with a trained recess aid. This intervention took place for a total of 45 minutes per week. All intensive students were progress monitored weekly.

In January 51 students were assessed. 51% were benchmark, 29% were strategic, and 20% were intensive. Read Naturally was added for all intensive students in place of the repeated reading. The program was monitored by trained recess aids. This intervention took place for a total of one hour per week.

In May 47 students were assessed. 49% were benchmark, 34% were strategic, and 17% were intensive.

Fourth Grade

In September 44 students were assessed. 45% were benchmark, 14% were strategic, and 41 % were intensive. Interventions included all intensive students were pulled from the classroom to do repeated readings to build fluency. This intervention was provided by a trained recess aid for 45 minutes per week. All intensive students were progress monitored weekly.

In January 43 students were assessed. 51 % were benchmark, 21 % were strategic, and 28 % were intensive. Read Naturally was added for all intensive students in place of repeated readings. This intervention was monitored by trained recess aids. This intervention took place for a total of one hour per week.

In May 43 students were assessed. 58% were benchmark, 16% were strategic, and 26% were intensive.

Fifth Grade

In September 52 students were assessed. 54% were benchmark, 27% were strategic, and 19% were intensive. Interventions included all intensive students received weekly take home fluency folders to help build fluency and comprehension. Students that did not complete them at home on a regular basis were provided time at school to complete with the help of a trained recess aid. All intensive students were progress monitored weekly.

In January 54 students were assessed. 48% were benchmark, 24% were strategic, and 28% were intensive. Read Naturally was added for all intensive students in place of the weekly take home fluency folders. This intervention was monitored by trained recess aids. This intervention took place for a total of one hour per week.

In May 51 students were assessed. 43% were benchmark, 39% were strategic, and 18% were intensive. This data reflects that the intensive students responded well to the interventions offered.

Assessment for Title I Services

Title I plan development and service implementation are the responsibility of the School Improvement Team and building principal. Title I plans are developed based upon student performance on identified academic success indicators on a comprehensive needs assessment. These assessments include, but are not limited to: MLPP, Success Maker, teacher observations, writing samples, progress report grades, and Houghton Mifflin Theme tests. Student performance on these indicators is recorded and color-coded. Those students showing the greatest need for academic assistance are provided supplemental services through a Title I teacher and paraprofessionals, or other services based upon their individual needs. See Assessments on pages 34, 35, 37-42, 44-46.

Program Evaluation Assessment Plan

In order to do an assessment screening on all K-5 students, we developed a comprehensive needs assessment (CNA) which is given to all students three times a year. It consists of DIBELS and MLPP assessments that cover all literacy skills in order to help us better identify struggling students. Then we are able to use that data to guide classroom and supplemental (Title I) instruction.

Comprehensive Needs Assessment has criteria that have been established for each assessment at all grade levels for the three assessment periods.

Kindergarten:

3. MLPP: Rhyme Choice and Rhyme Supply, Segmenting and Blending, Letter ID and Sound, Writing, Teacher Recommendation.
4. DIBELS: Initial Sound Fluency, Letter Naming Fluency, Sound Naming Fluency, Phoneme Segmentation.

First Grade:

3. MLPP: Letter ID and Sound, Rhyme Choice and Supply, Segmenting and Blending, Letter ID and Sound, Writing, Oral Reading Record, Teacher Recommendation
4. DIBELS: Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency.

Second Grade – Fifth Grade:

3. MLPP: Writing, Retelling, Teacher Recommendation
4. DIBELS: Oral Reading Fluency

Once students are identified as at-risk, we administer additional assessments when necessary to dig deeper, such as MAZE comprehension, Quick Phonics Screener, and Curriculum Based Measures. These tools help us to individualize our instruction further.

All assessors were highly trained on administering MLPP and DIBELS assessments.

These assessors are monitored periodically to ensure the integrity of data. Once the assessments are completed, the RTI Team reviews the reports with the classroom teacher. The

RTI Team provides the teachers with a process for analyzing their data as a whole class as well as individual student data. The RTI Team also uses the CNA data to assess strengths and gaps in the curriculum. The RTI Team identifies specific teaching techniques that could account for strong or weak scores in a specific area. Once these techniques are identified, they are shared with all teachers who are provided with resources to implement change.

Standardized and Authentic Assessments

Student achievement toward lesson objectives and curricular goals are continuously assessed. Teachers assess students through the use of authentic classroom assessments on a daily basis through the use of projects, writing samples and daily academic tasks. It is expected that the teachers will use the results of these assessments to drive classroom instruction. All third, fourth and fifth grade students take a common assessment in the areas of language arts and math. The fifth grade students are assessed for their readiness to enter middle school in the areas of reading, writing, and math.

At the end of each quarter, the building principal and Title I teacher meet with each classroom teacher to share and discuss individual student performance information. The specific data reviewed include: DIBELS, Common Writing Assessment, MEAP results, Study Island progress reports, Success Maker reports, MLPP data, and teacher generated tests and grade books. During these student progress meetings, a specific action plan is developed for each student of concern. The principal requires updates from the classroom teachers to determine if the plan is effective in the remediation of the deficit areas. If the progress is insufficient further planning takes place before the end of the current quarter.

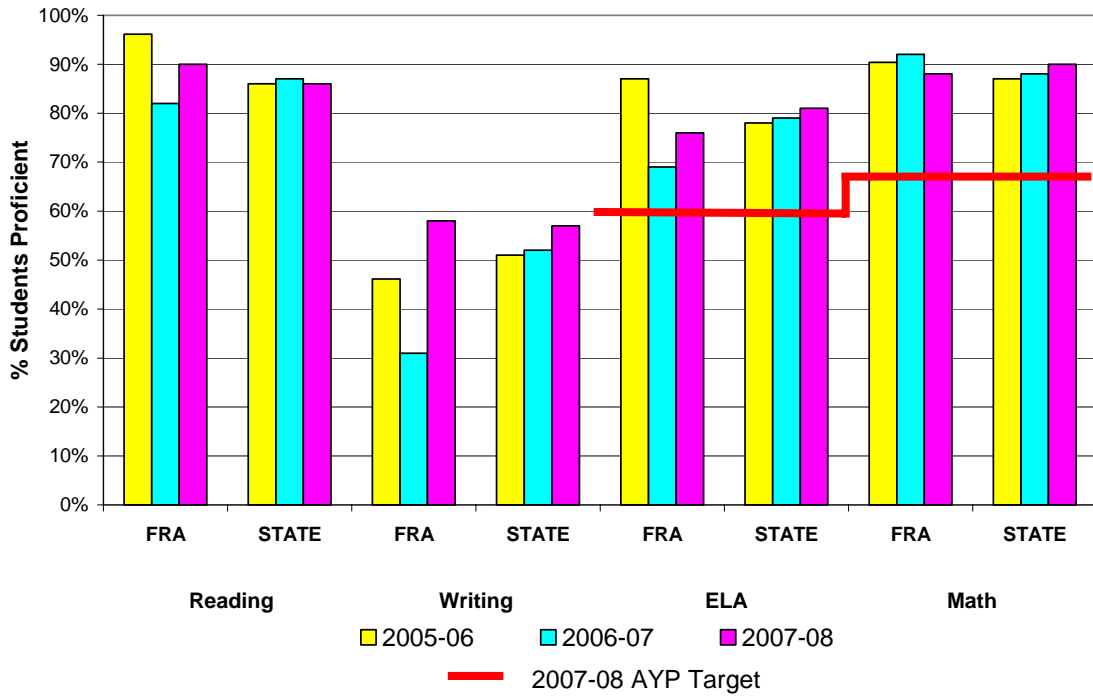
MEAP Analysis

Franklin Elementary School uses a Comprehensive Needs Assessment that collects student performance information three times a year (beginning, middle, and end). Students are assessed using DIBELS, Common Writing Assessments, MLPP, Study Island, and Success Maker. Most of these assessments are included within the Comprehensive Needs Assessment. We use this information to determine which skills students have mastered and which skills are in deficit. We then provided intervention services (see Comprehensive Needs Assessment section) for these specific skills. These assessments provide us with a substantial amount of information to help us to determine if our students possess the various skills necessary to be successful in mastering the more involved Grade Level Content Expectations (GLCS).

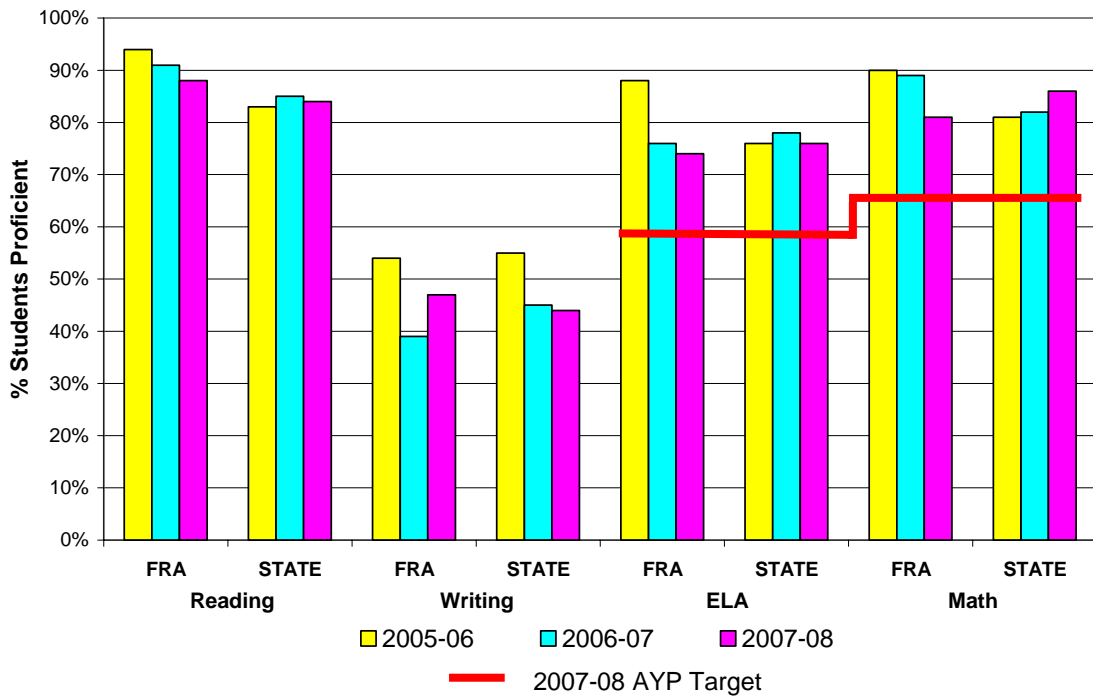
Upon receiving state of Michigan MEAP data analysis reports, Franklin's School staff analyzes specific GLCE strengths and weaknesses of each student and the class as a whole. Next, teachers reflect upon the information gathered and work collaboratively to plan differentiated lessons that maintain GLCE strengths but also improve the mastery levels of weak GLCE areas.

MEAP Data

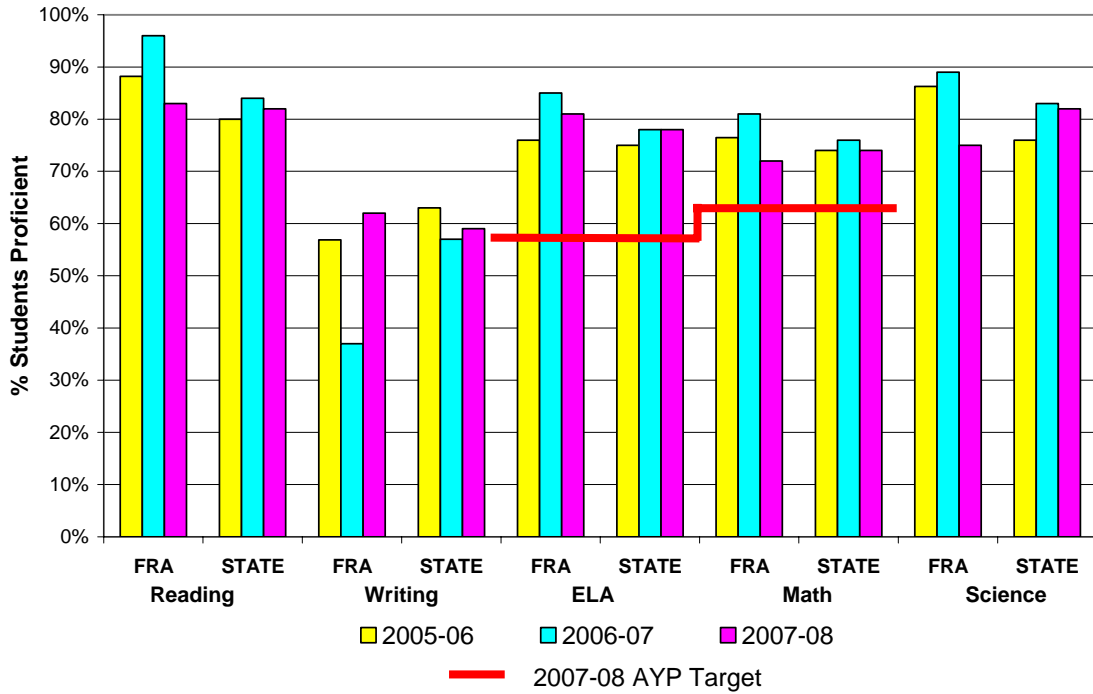
3rd Grade MEAP Scores 2005-2008



4TH Grade MEAP Scores 2005-2008

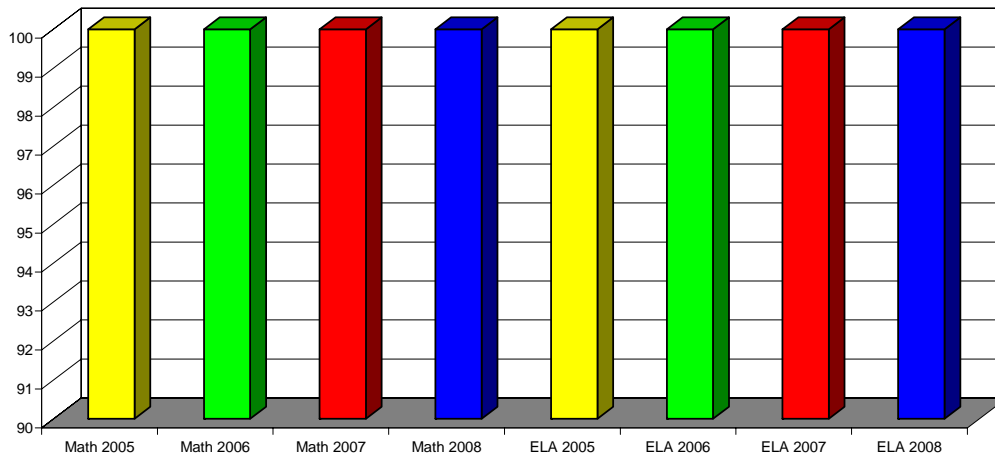


5TH Grade MEAP Scores 2005-2008



Percent of Students Taking MEAP

Franklin Percent of Students Tested on MEAP



FRANKLIN ELEMENTARY MEAP RESULTS
% OF STUDENTS TESTED
DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	ELA	MATH
All Students	2006-07	100%	100%
	2007-08	100%	100%
White	2006-07	100%	100%
	2007-08	100%	100%
Students with Disabilities	2006-07	*	*
	2007-08	*	*
Economically Disadv.	2006-07	100%	100%
	2007-08	100%	100%
Male	2006-07	100%	100%
	2007-08	100%	100%
Female	2006-07	100%	100%
	2007-08	100%	100%

* Demographic groups not shown or not listed are not statistically significant and will not be reported

** All data has been rounded to the nearest percentage

Demographics

Federal legislation for No Child Left Behind requires results from state English language arts (ELA), math, science, and social studies assessments (MEAP) be disaggregated by major demographic groups to show comparisons in students achievement. Groups with fewer than 30 students are not considered statistically significant and are not included in this report. Franklin strives to test all students in each demographic group. A summary of the data comparing Franklin, CAPS, and the State of Michigan is shown.

3RD GRADE ELA MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	69%	84%	79%	6%	25%	57%	12%
	2007-08	76%	85%	81%	2%	22%	48%	28%
Male	2006-07	64%	81%	75%	9%	27%	59%	5%
	2007-08	69%	82%	78%	3%	28%	38%	31%
Female	2006-07	74%	88%	84%	4%	22%	55%	19%
	2007-08	86%	89%	84%	0%	14%	62%	24%
White	2006-07	72%	84%	84%	7%	21%	59%	13%
	2007-08	77%	85%	85%	2%	21%	49%	28%
Economically Disadv.	2006-07	65%	83%	68%	9%	26%	52%	13%
	2007-08	61%	80%	71%	4%	35%	44%	17%
Students with Disabilities	2006-07		60%	50%				
	2007-08		59%	53%				

* Other demographic groups are not statistically significant and will not be reported

3RD GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	92%	94%	88%	0%	8%	55%	37%
	2007-08	88%	93%	90%	0%	12%	48%	40%
Male	2006-07	100%	98%	88%	0%	0%	64%	36%
	2007-08	90%	92%	90%	0%	10%	45%	45%
Female	2006-07	85%	90%	88%	0%	15%	48%	37%
	2007-08	86%	94%	90%	0%	14%	53%	33%
White	2006-07	91%	94%	92%	0%	9%	54%	37%
	2007-08	89%	93%	94%	0%	11%	49%	40%
Economically Disadv.	2006-07	87%	92%	80%	0%	13%	39%	48%
	2007-08	78%	90%	84%	0%	22%	43%	35%
Students with Disabilities	2006-07		89%	73%				
	2007-08		78%	77%				

* Other demographic groups are not statistically significant and will not be reported

**4TH GRADE ELA MEAP RESULTS -
DEMOGRAPHIC DISTRIBUTION**

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	76%	78%	78%	2%	22%	63%	13%
	2007-08	74%	85%	76%	0%	26%	60%	14%
Male	2006-07	77%	79%	74%	0%	23%	60%	17%
	2007-08	78%	86%	73%	0%	22%	67%	11%
Female	2006-07	75%	78%	81%	4%	21%	67%	8%
	2007-08	72%	84%	80%	0%	28%	56%	16%
White	2006-07	75%	80%	83%	2%	23%	62%	13%
	2007-08	76%	86%	82%	0%	24%	62%	14%
Economically Disadv.	2006-07	65%	69%	65%	4%	31%	57%	8%
	2007-08	75%	82%	63%	0%	25%	67%	8%
Students with Disabilities	2006-07		56%	64%				
	2007-08		52%	43%				

* Other demographic groups are not statistically significant and will not be reported

4TH GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	89%	89%	85%	4%	7%	61%	28%
	2007-08	81%	90%	86%	2%	16%	49%	33%
Male	2006-07	90%	87%	85%	0%	10%	57%	33%
	2007-08	83%	90%	86%	6%	11%	39%	44%
Female	2006-07	88%	91%	85%	8%	4%	67%	21%
	2007-08	80%	89%	86%	0%	20%	56%	24%
White	2006-07	88%	90%	88%	4%	8%	59%	29%
	2007-08	83%	90%	91%	2%	15%	50%	33%
Economically Disadv.	2006-07	85%	88%	75%	8%	7%	70%	15%
	2007-08	79%	87%	77%	4%	17%	54%	25%
Students with Disabilities	2006-07		54%	64%				
	2007-08		66%	65%				

* Other demographic groups are not statistically significant and will not be reported

**5TH GRADE ELA MEAP RESULTS -
DEMOGRAPHIC DISTRIBUTION**

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	85%	81%	78%	2%	13%	74%	11%
	2007-08	81%	83%	78%	8%	11%	60%	21%
Male	2006-07	81%	82%	74%	3%	16%	75%	6%
	2007-08	86%	83%	75%	4%	10%	57%	29%
Female	2006-07	91%	80%	82%	0%	9%	74%	17%
	2007-08	76%	83%	81%	12%	12%	64%	12%
White	2006-07	85%	82%	83%	2%	13%	73%	12%
	2007-08	80%	84%	84%	8%	12%	58%	22%
Economically Disadv.	2006-07	78%	73%	65%	6%	16%	78%	0%
	2007-08	72%	77%	65%	12%	16%	64%	8%
Students with Disabilities	2006-07		42%	42%				
	2007-08		35%	42%				

* Other demographic groups are not statistically significant and will not be reported

5TH GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	81%	77%	76%	4%	15%	46%	35%
	2007-08	72%	79%	74%	2%	26%	41%	31%
Male	2006-07	81%	80%	77%	3%	16%	52%	29%
	2007-08	76%	79%	75%	0%	24%	35%	41%
Female	2006-07	83%	72%	75%	4%	14%	39%	43%
	2007-08	68%	78%	73%	4%	28%	48%	20%
White	2006-07	81%	77%	83%	4%	15%	48%	33%
	2007-08	73%	79%	81%	2%	25%	40%	33%
Economically Disadv.	2006-07	78%	67%	62%	11%	11%	50%	28%
	2007-08	69%	72%	60%	4%	27%	46%	23%
Students with Disabilities	2006-07		35%	46%				
	2007-08		41%	44%				

* Other demographic groups are not statistically significant and will not be reported

**5TH GRADE SCIENCE MEAP RESULTS -
DEMOGRAPHIC DISTRIBUTION**

Student Group	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	89%	84%	76%	0%	11%	52%	37%
	2007-08	75%	83%	82%	6%	19%	45%	30%
Male	2006-07	84%	83%	77%	0%	16%	45%	39%
	2007-08	86%	84%	82%	0%	14%	47%	39%
Female	2006-07	96%	85%	75%	0%	4%	61%	35%
	2007-08	64%	81%	82%	12%	24%	44%	20%
White	2006-07	88%	83%	83%	0%	12%	51%	37%
	2007-08	75%	84%	89%	6%	20%	43%	31%
Economically Disadv.	2006-07	83%	77%	62%	0%	17%	61%	22%
	2007-08	76%	80%	70%	8%	16%	52%	24%
Students with Disabilities	2006-07		59%	46%				
	2007-08		41%	62%				

* Other demographic groups are not statistically significant and will not be reported

Comprehensive Needs Assessment

CAPS uses a Comprehensive Needs Assessment (CNA) to assess literacy skills and prescribe interventions for struggling elementary students. Each grade level uses several assessments that are administered three times per year. Results are shown below. Students are ranked using the following rubric:

Intensive – At Risk, Low Performing

Strategic – Moderately At Risk, Intermediate Performing

Benchmark – At or Above Grade Level

Comprehensive Needs Assessment Guide for Teachers

Key:

- * Teacher responsible for assessment (administer and score)
- ** Teacher and Title One responsible for assessment

Teacher Recommendation: Please note that completion of the Teacher Recommendation should be done prior to other assessments so that scores reflect your professional judgment rather than a compilation of the test results.

Rubric:

- 1 High need in Language Arts
- 2 Moderate need in Language Arts
- 3 Low need in Language Arts

Kindergarten

- ** Letter ID
- ** Letter Sounds
- * Concepts of Print
- ** Rhyme Choice
- ** Rhyme Supply
- ** Blending
- * Writing
- * Teacher Recommendation

First Grade

- ** Letter ID and Letter Sounds
- ** Rhyme Supply
- ** Sight Words
- ** Running Records
- ** Blending
- * Writing
- * Teacher Recommendation

Second Grade

- * Writing
- ** Sight Words
- * Retelling
- ** Fluency
- * Teacher Recommendation

Third – Fifth Grade

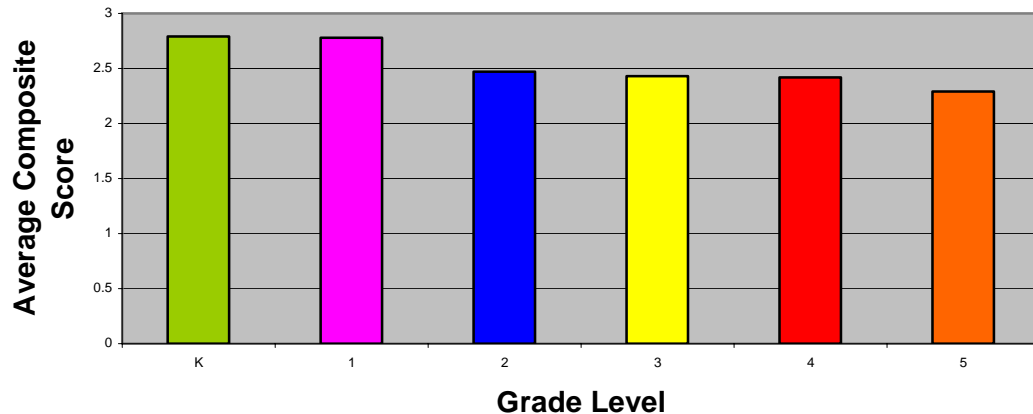
- * Writing
- * Retelling
- ** Fluency
- * Teacher Recommendation

CNA Results

Comprehensive Needs Assessment

CAPS uses a Comprehensive Needs Assessment (CNA) to assess literacy skills and prescribe interventions for struggling elementary students. Each grade level uses several assessments that are administered three times a year, October, January, and May.

Franklin Grade Level CNA Literacy Composite Scores



This chart shows the average composite score for each grade level. In order to get the composite score, each assessment listed in the section “Program Evaluation- Assessment Plan” was given a certain weight, and all scores were compiled into one score per student. The scores range from 1 to 3, 0-1.5 is at risk, 1.5-2.5 is moderate risk, and 2.5 to 3 is benchmark.

Franklin Elementary results show that at the kindergarten level, the average composite score was 2.75 indicating that the majority of students exiting kindergarten are at benchmark level for literacy. Likewise, the average first grade students were also at benchmark. Our second through fifth grade students on average were in the moderate risk category. This shows us that our RTI interventions and Title I Programs in K-1 have been effective. It also drives us to change core instruction and interventions in our second through fifth grade in order to achieve more student successes in literacy.

Needs Assessment Analysis

Based on our CNA, we can determine that our kindergarten and first grade programming and interventions have been very successful. The majority of students in those grades are

achieving at a benchmark level. Therefore, next year we will continue with those programs at that level. We can also conclude from the CNA results that expansion of interventions is necessary for second through fifth grade. We will also provide professional development at those levels to enhance the core curriculum instruction.

CNA Development Process

The Comprehensive Needs Assessment was developed with collaboration from Title I Reading Specialists and Wexford Missaukee ISD Curriculum consultants. Reliable and valid assessments were chosen from MLPP and DIBELS in order to encompass all five key areas of literacy. Classroom teachers were trained in administering and analyzing those assessments. Professional development was provided through LETRS, Teacher Reading Academies, and DIBELS so that teachers could effectively offer systematic, explicit instruction.

CNA Conclusions

MLPP and DIBELS assessments were chosen by the Title I staff for each grade level’s CNA. With the help of Title I staff, teachers administer assessments and report data back to the Reading Specialists. The Reading Specialists then compile the data into a comprehensive database that is shared with teachers, administrators, and school board members. We use that data to guide our instruction, to determine interventions necessary, and to change programming. This data has been gathered and saved for five years so that we can track students’ progress and watch for instructional trends that need to be addressed.

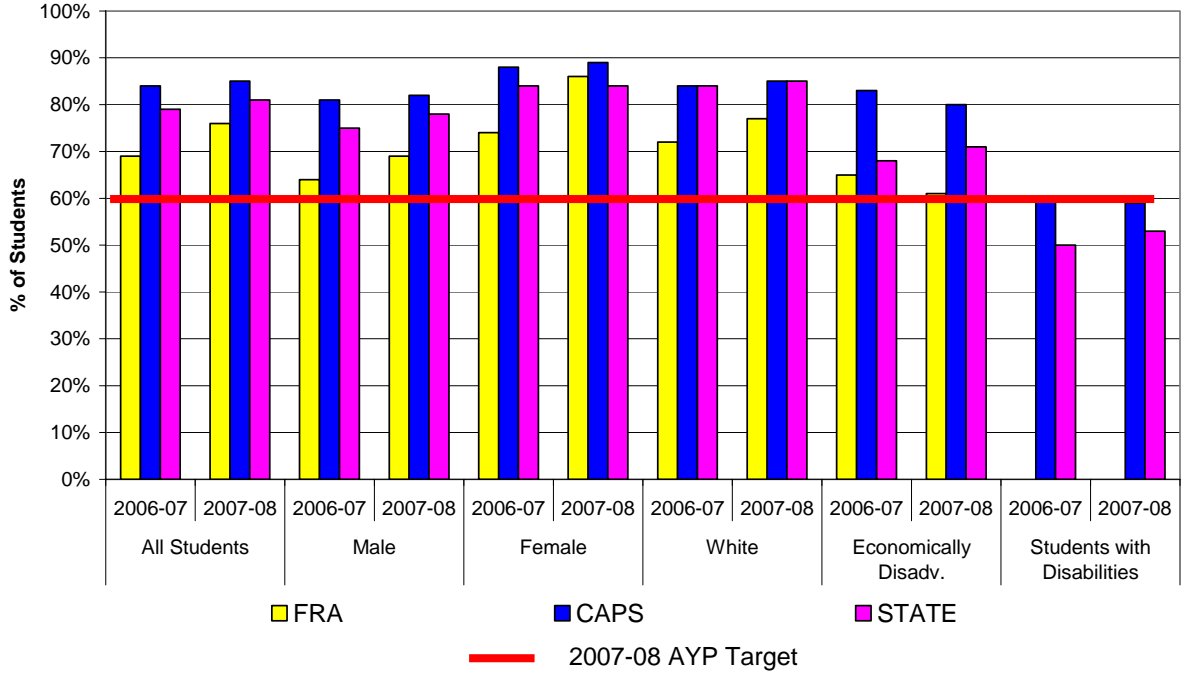
Accreditation Status and Adequate Yearly Progress

**Accreditation Status for 2006-2008
From the Education Yes! Report Card**

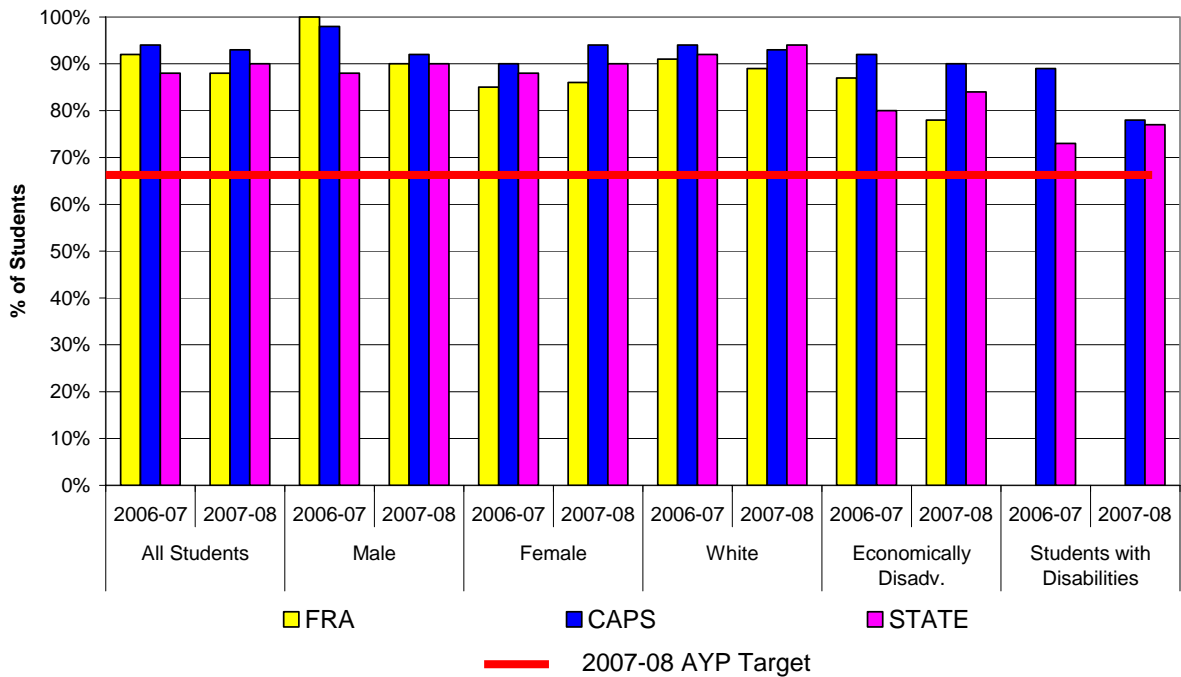
School	Title 1 School	AYP Phase 2007-08	Grade for 2006-07	AYP	Grade for 2007-08	AYP
Franklin Elementary School	Yes	0	B	Met AYP	A	Met AYP
District				Yes		Yes

Achievement Results for 2006-2008

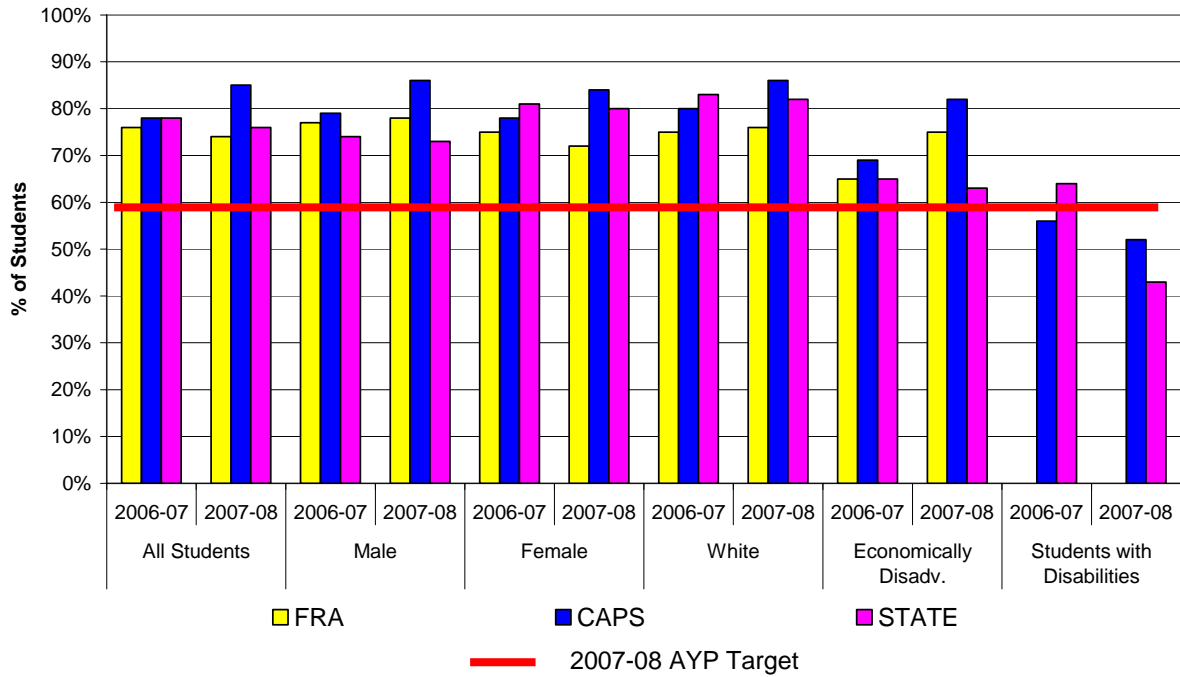
3rd Grade Franklin Elementary Percent of Students Proficient on ELA MEAP



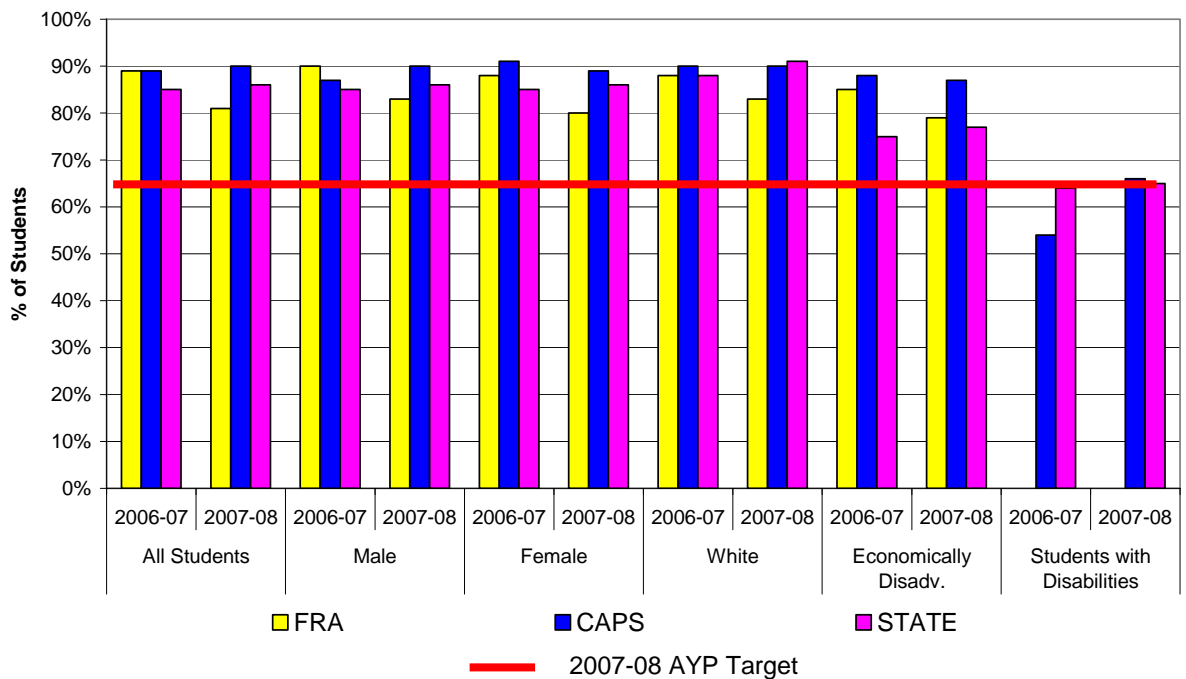
3rd Grade Franklin Elementary Percent of Students Proficient on Math MEAP



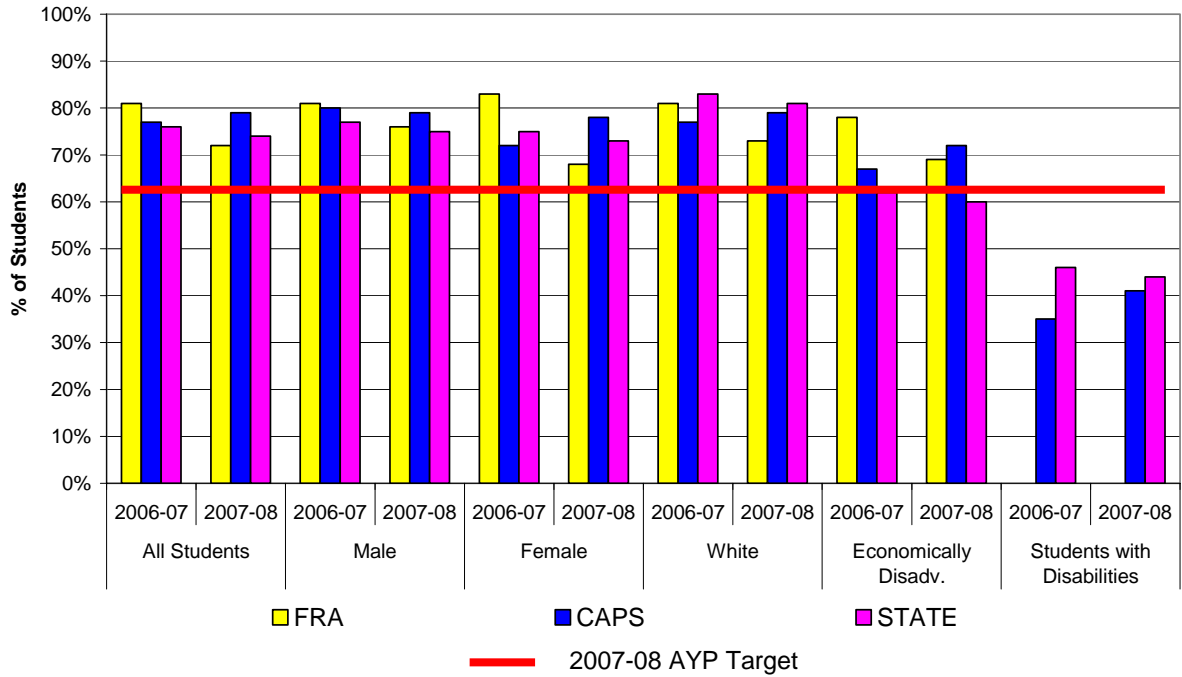
**4th Grade Franklin Elementary
Percent Students Proficient on ELA MEAP**



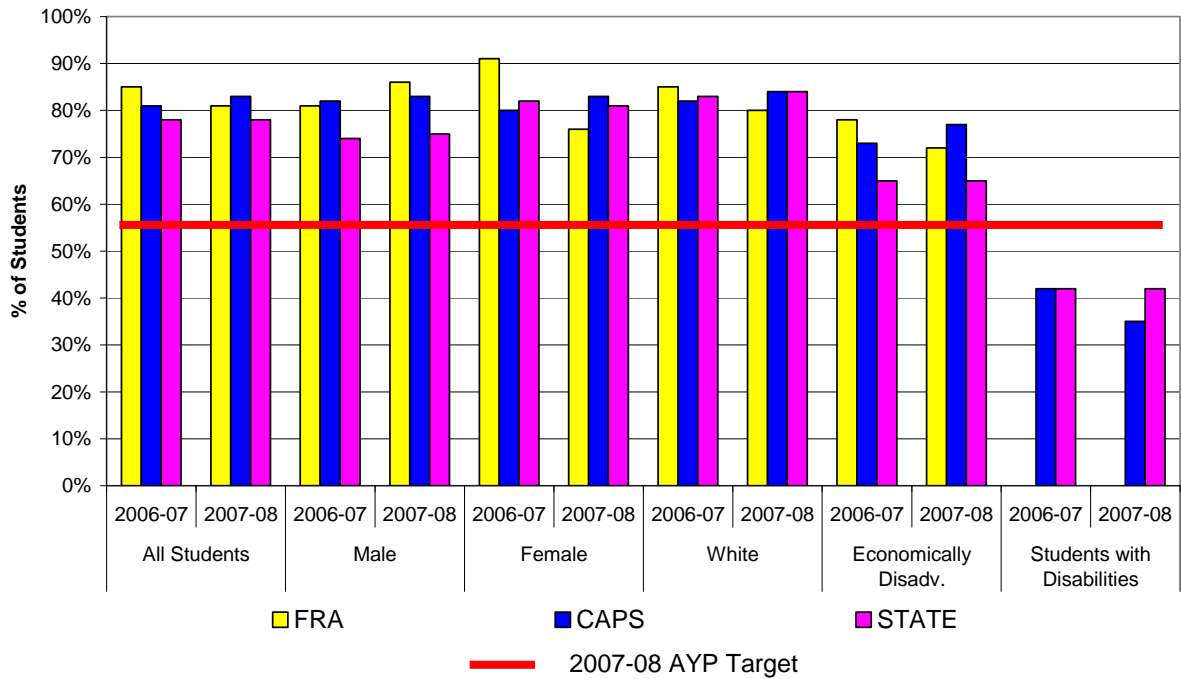
**4th Grade Franklin Elementary
Percent Students Proficient on Math MEAP**



5th Grade Franklin Elementary Percent Students Proficient on Math MEAP



5th Grade Franklin Elementary Percent Students Proficient on ELA MEAP

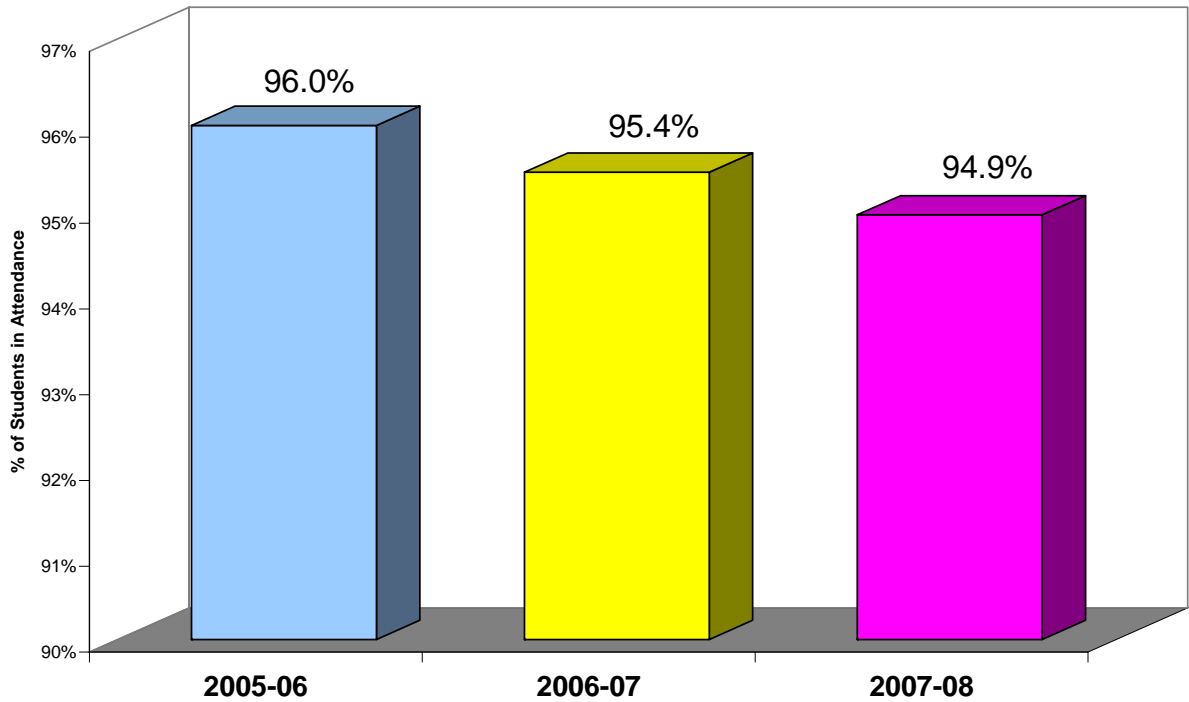


Other Indicators

Attendance

Franklin Elementary consistently exceeds state and national requirements for average daily attendance.

Franklin Average Daily Attendance Summary 2005-2008



Elementary AYP Attendance Rates 2007-2008			
Group	ELA	Math	State Target
All Students	94.68%	94.68%	85.00%
Male	95.02%	95.02%	85.00%
Female	94.32%	94.32%	85.00%
White	94.76%	94.76%	85.00%
Economically Disadv.	94.15%	94.15%	85.00%
Students with Disabilities	93.42%	93.42%	85.00%

Technology

Franklin Elementary School provides professional development for all staff in technology knowledge, application, and integration. Staff members are encouraged to evaluate the usefulness of emerging technologies when incorporating technology in the classroom. Students learn with and about technology preparing them to live productively in a democratic, technologically driven society. Both staff and students use technology for knowledge, acquisition, communication, information management, problem solving, creative expression, research, and design across curricular areas. Franklin Elementary School continues to identify individual student needs and to address those needs through all appropriate means including the use of technology curricula and technology tools. Franklin Elementary uses the district technology plan that is filled with the Michigan Department of Education as a guide to our practices in integrating technology.

Careers

Franklin Elementary School prepares students for future careers choices by collaborating with the community in order to develop the skills, attitudes, and behaviors needed to attain and maintain a job. We believe that students need to see a clear connection between what they have learned in school and what they will need to succeed in a career. Franklin Elementary teachers introduce students to various career opportunities that are available as an integrated portion of each unit of study. Junior Achievement is also a significant part of our career awareness and employability skill program. Scheduled days and times are planned throughout the year for all kindergarten through fifth grade students to be involved in this program which helps prepare students for the expectations of business, industry, etc...

Parent and Community Involvement

Parent/School Connection:

Parents receive a student/parent handbook in the beginning of each school year in which they are to read it, sign the statement that he/she has read it and return the signed statement into the office. This signed statement then gets recorded in their child's file. The handbook states the **Parental Involvement Plan (2112) p7:**

In Accordance with PA 107, Cadillac Area Public Schools has a Parental Involvement Plan that includes the following: Title I (Parent Compact Letter page 89), District Child Study, home visits, Parent Teacher Organizations, student activity nights, counseling programs, progress reports, parent organizations, Parent Teacher Conferences, PA 25 and 226, booster organizations, websites, newsletters, information gathering and communications.

Parents' Responsibility is defined in the handbook page 7.

In Cadillac Schools, parents are expected to assist the school staff in resolving any problems concerning their child. It is expected that parents will respond in a manner that will promote a positive atmosphere for learning. We believe education is a joint effort with the family and school working together to meet your child's educational goals.

Parent/school connections in which parents participate in:

1. Weekly teacher newsletters will inform parents of instructional support they are able to provide for the child.
2. Progress reports every five weeks, report cards every nine weeks
3. Parent/teacher conferences twice a year.
4. **Title 1 Family Night** dinner to inform our parents of programs and services.
5. VIP Day
6. Home Kits and Fluency Packet Parent Training
7. MEAP results sent home
8. Parents are member of the School Improvement Team
9. DARE Graduation
10. Parent newsletter on the website and a hardcopy is given to each student on Friday.
11. Love and Logic
12. Parents are member of the School Improvement Team
13. Family Fun Day
14. PTO Open House
15. Response to all parent communications with in a 24 hour period
16. Make It Take It Family Kits
17. Home visits for MSRP, Jr. Kindergarten and Kindergarten students

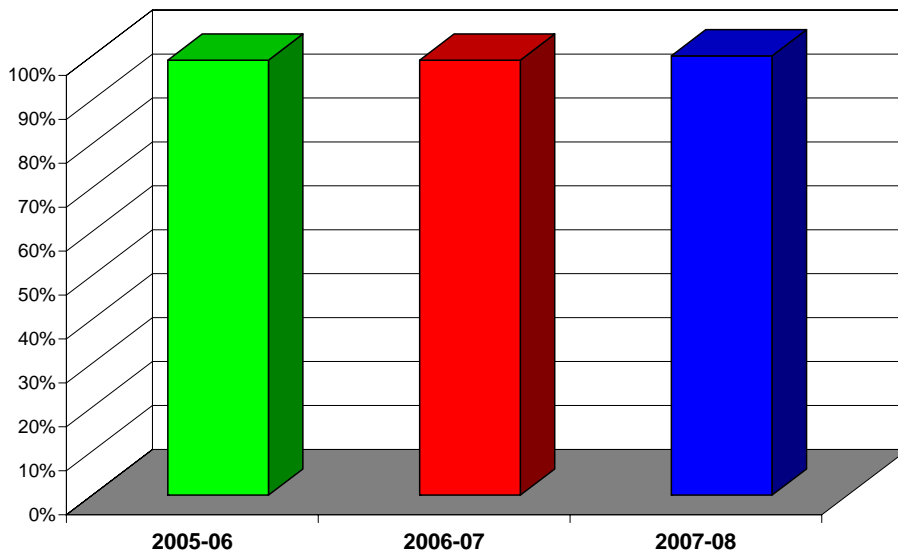
The parent involvement policy at Franklin elementary strives to meet the NCLB requirements of section 1118 by the following means:

- Utilizing a school/family compact that defines the combined role of the parents, teacher and students working together to ensure an optimal education. This compact includes a student's annual goal, and is read and signed by all parties at the beginning of each school year.
- Holding an annual open house in which the importance/meaning of the compact is reiterated and enforced.
- Communication about events within the school and community, updates in calendar and policy are available on a weekly basis through the school newsletter.
- Franklin School maintains a website in which parents can access relevant education information about the school and which also provides a means to contact teachers.
- Existence of an active parent/teacher organization that encourages participation of all members. The teachers of Franklin provide at least one representative for each meeting in order to bolster communication and awareness between staff and parents.
- Parent involvement on the building and district school improvement board.

- An academic intervention program (RTI) which involves communication and input with families, home kits to augment student performance needs, and regular monitoring of student needs.
- Parent teacher conferences scheduled biannually.
- A yearly evening of family “fun and learning” in which strategies for helping all types of learners is addressed.
- A junior kindergarten and Michigan School readiness program are in place to help ensure the success of children as they enter school.
- A bi-monthly program within the counseling department that meets with parents and brings in speakers to address relevant topics on enhancing learning and parenting.
- An annual parent survey to garner feedback on schedule and program matters, which aids in developing and streamlining current educational programs.
- Parent/school connections in which parents participate in:
 - Weekly teacher newsletters will inform parents of instructional support they are able to provide for their child.
 - Progress reports every five weeks, report cards every nine weeks
 - Parent/teacher conferences twice a year.
 - Title 1 Family Night dinner to inform our parents of programs and services.
 - VIP Day
 - Home Kits and Fluency Packet Parent Training
 - MEAP results sent home
 - Parents are member of the School Improvement Team

Parent Teacher Conferences

Percent of Parents Attending Conferences: 2005-2008



October

November

No Preference

We take pride in the programs that support our general education instruction. Please complete the survey questions below.

7. Administration
The Principal is meeting the needs of students.

5 4 3 2 1
Strongly Agree Disagree

The Principal is meeting the needs of parents.

5 4 3 2 1
Strongly Agree Disagree

8. Administrative Assistant
The Administrative Assistant is helpful when I need assistance.

5 4 3 2 1
Strongly Agree Disagree

9. Counseling Services
Counseling services are meeting the needs of my child.

5 4 3 2 1
Strongly Agree Disagree Not using this service

9. Recess Staff
The Recess Staff is helpful when my child needs assistance.

5 4 3 2 1
Strongly Agree Disagree

10. Academic Instructional Support Assistance provided by Mrs. Stange and Mrs. Annis.
(Services received by all first graders and some students grades 2nd – 5th)
This program is helping my child improve academically.

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly Agree _____ Disagree _____ Not using this service

11. The Take-Home Kits &/or Fluency Kits are helpful.

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Strongly Agree _____ Disagree _____ Not using this service

September 8, 2006

Dear Parents,

Welcome to another great year of learning. For those of you who don't know me, I wanted to introduce myself. My name is Heidi Stange, and I am the reading specialist at McKinley and Franklin Elementary. I work in your child's classroom every day to teach reading skills. I spend 45 minutes in your child's classroom to team teach with your child's teacher to work on reading readiness skills, phonics, fluency, comprehension, and writing. We work with your child in small groups so that we can effectively identify your child's reading needs and offer direct instruction to meet those needs. I am also responsible for assessing your child six times per year and monitoring his/her progress. On occasion, I may also sit in on parent/teacher conferences. I encourage you to speak with me any time about your child's reading growth. Since my time is split between buildings, it may be difficult to get a hold of me, but please feel free to leave me a voice mail at 876-5543 and I will promptly return your call. I am looking forward to reading with your child.

Sincerely,

Heidi Stange
Reading Specialist
McKinley/Franklin Elementary

Community Involvement

Franklin Elementary welcomes the “KIDS HOPE” Mentoring Program.” KIDS HOPE Mentors area trained mentors who volunteer their time to work with students who are struggling in school and are able to be positive role models for these students. They meet with their student on a scheduled weekly basis.

Franklin also uses the Junior Achievement program, which helps introduce our students to adults working in business, real estate, industrial settings, higher education, etc... Giving them a-wide background knowledge on the professions that will be, available to them latter in life. Dates are scheduled throughout the year for these adults to work with our kindergarten through fifth grade students.

Second grade students work with Cadillac Mercy Hospital who they become partners with and participate in activities together several times during the year. Our Foster Grandparent Program enhances our students learning by reading to them and assisting them in their homework.

Safe Schools

The staff at Franklin Elementary decided that maintaining the positive student behavior was a high priority. The staff developed the Gold awards that would be awarded to the students for good behavior and expressing help to other students and or adults. Also, every assembly is started with the principal reminding the students of what the “Gold Awards” are, and why we practice them.

After the new behavior expectations were put in place, the staff also developed a system to reward the students who demonstrated the expected behaviors. If a member of the staff or support staff saw a student demonstrated a “Gold Award” behavior that staff member would fill out a “Gold Award” and give it to the child. The students would be recognized during our monthly assembly and given their “Gold Award.”

Also, our school counselor, during her regular weekly classroom visits, has implemented a district wide adopted program, Second Step. This program is a violence prevention curriculum that is taught from kindergarten to fifth grade. The Second Step program covers topics such as: having empathy for others, anger management, impulse control, and problem solving,

If students make the choice not to follow the “Respect and Protect” there is a referral form that is available to all staff. The referral form is filled out and, depending on the severity of the action, is either sent immediately to the office with the student, or is sent to the office at soonest opportunity. After the principal receives the referral form he has the student come to his office to discuss the reason for the referral and the consequence for the student’s actions.

The referral form has four copies: the first copy goes to the principal; the second copy goes home and has to be signed and sent back the following school day; the third copy goes to the person who filled out the referral; and the fourth copy goes to the student’s teacher for

his/her records. Information from the referral forms is entered into our student information system and used to keep track of student behavior, analyze behavior trends, and make changes to our current student discipline program.

Detentions		In-school Suspensions		Out-of-school Suspensions	
2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
31	45	4	2	1	0
129	105	5	4	1	1

Curriculum

Cadillac Area Public Schools developed a curriculum reflecting **Michigan Content Standards and Benchmarks** and national standards. Franklin’s School Improvement goals reflect our desire to improve the performance of all students across all curricular areas. All Franklin Elementary School students learn to use technology and refine their skills as they apply technology across content areas. The district curriculum guides, Michigan Content Standards and Benchmarks, textbooks, technology plan, computer software, grade level assessments, and building personnel are focused on desired student outcomes in each of the four goal areas. The Instructional Advisory Council, district, and building content area committees review and update the district curriculum and materials throughout the year to support student learning goals and to assure alignment to the Michigan Content Standards and Benchmarks. All Franklin Elementary School students are engaged in challenging and purposeful learning that prepares them for the future.

CAPS Instructional Staff Information, Qualifications, and Professional Development

Teaching Experience

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	15	5	0	2	8
2. Indicate the number of years, each of the teachers has been assigned to this school.		5	0	1	3

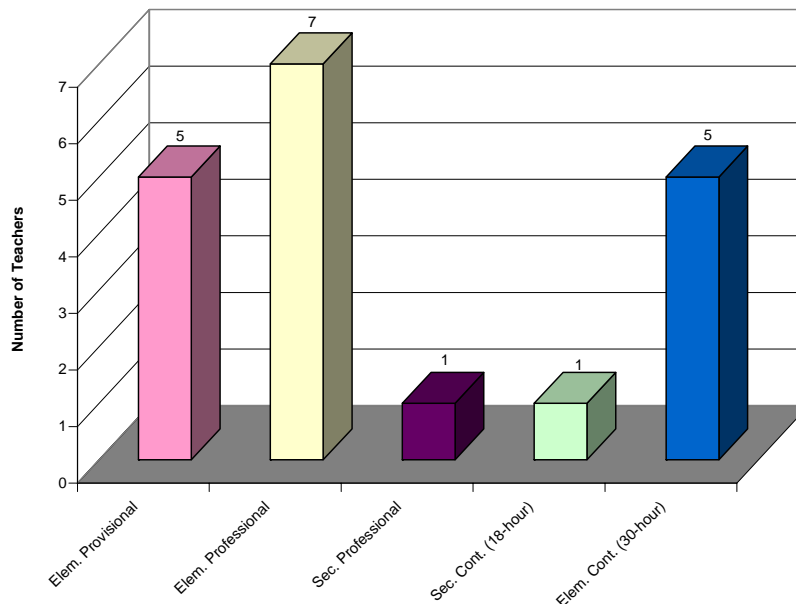
Highly Qualified Teachers & Strategies to Attract Highly Qualified Teachers

During the 2006/2007 school year, 100% of the Franklin Elementary School professional staff met the “Highly Qualified Teacher” definition set forth by the NCLB legislation. All teacher assistants and paraprofessionals met the highly Qualified definition set forth by the NCLB legislation, Sec 1114, 1119 (a) (3) in our audit. All teachers and paraprofessionals have their mandated credentials in their personnel file at central office and in the Franklin office.

Franklin Elementary teacher and paraprofessional turnover is at zero percent. We have taken great pride in hiring the best highly qualified teachers and paraprofessionals to meet the needs of our students.

Teacher Certification

Franklin Teacher Certification Type 2007-2008



High Quality Professional Development

Franklin Elementary School's School Improvement Team and administration ensures that all staff members are provided opportunities to strengthen their professional skill. Each goal area has a specific action plan in which professional development plans are developed. This ensures alignment of professional development activities with the stated academic goals. It is the responsibility of the goal chairperson and the building principal to assure that these plans are implemented.

A calendar of scheduled Staff Development activities, are handed out to every staff member and copies are keep on hand in the building office for anyone to view.

Appendix – Schoolwide Program Components Index

Please note that this index is hyperlinked to the applicable section. Please click (or ctrl+click) to follow the link.

1. [Comprehensive Needs Assessment](#) : Page number:
2. [Schoolwide Reform Strategies](#): Page number:
 - a. [Inclusion/Performance Enhancement](#): Page number:
 - b. [Effective Methods and Instructional Strategies](#): Page number:
 - c. [Target Population/Low Achieving Services](#): Page number:
 - d. [Program Evaluation](#): Page number:
3. [Highly Qualified Teachers](#): Page number :
4. [High Quality Professional Development](#): Page number:
5. [Attract Highly Qualified Teachers](#): Page number:
6. [Parent Involvement](#): Page number:
7. [Transition Plans](#): Page number:
8. [Teacher Participation in Assessment Decisions](#): Page number:
9. [Timely Additional Assistance](#): Page number:
10. [Coordination of Services and Programs](#): Page number: