



# Continuous School Improvement Plan 2021/22

## Franklin Elementary, PASD



**Principal: Jeff Lunt**

### District Profile

Port Angeles School District is doing whatever it takes to support our students, staff, and families to be successful during COVID times. We are a strong district with a committed team of educators and staff that are working to ensure that even in a pandemic, our students will be successful. We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide needed resources and supports. We have a Learning Acceleration plan using district/federal funds to support students in recovering learning loss from the last 18 months. We will be using classroom and district based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting students who are struggling. The 2021-2022 school year will have its challenges, but working together we know it will be a successful year for students, families, and staff of the PASD.

### School Profile

Franklin is a family. Our staff, parents and students have one purpose, working together to achieve beyond what we might have believed are our limits. We set clear realistic goals and then push past them to set new loftier goals. Of our 300+ students, 57% receive free/reduced lunch and over 20% receive special education services. Our Franklin vision, “Every day we learn and grow” allows us to achieve the mission of fostering a commitment and a love of lifelong learning. This looks different for all of us and we approach each student by identifying the specific needs of that individual, “student by standard, name by need” and then providing the appropriate supports.

In addition to academics, we address social/emotional needs with Character Strong. Each month we give focus to a trait to promote positive interactions and personal growth. Social development allows us to reach high academic achievement, which historically have been above the state average on standardized tests. While we are proud of this accomplishment, we will not settle and will strive to improve. We believe that all students, with the proper supports, can reach their potential and beyond.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/14/21	11/10/2021
Mid Year Review	3/14/22	3/14/22
Final	6/23/22	7/6/22

Completed on: Spring 2021-October 2021

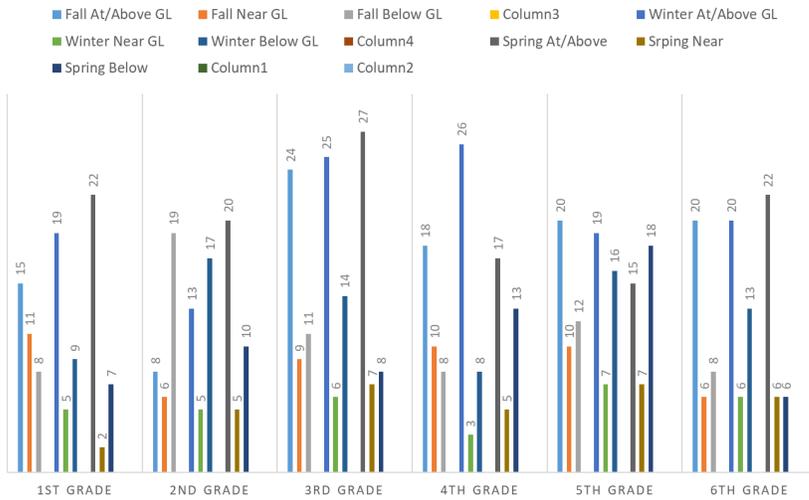
Needs Assessed By: Franklin Leadership Team—(Jeff Lunt, Jennifer Proiette, Shelby Simmons, Nancy LeBlanc, Debbie Erickson, Lara Hernandez, Maria Kays, Debra Roos, Christine Richardson, Colleen Harker, Tom Fordham), Franklin Staff

**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2**

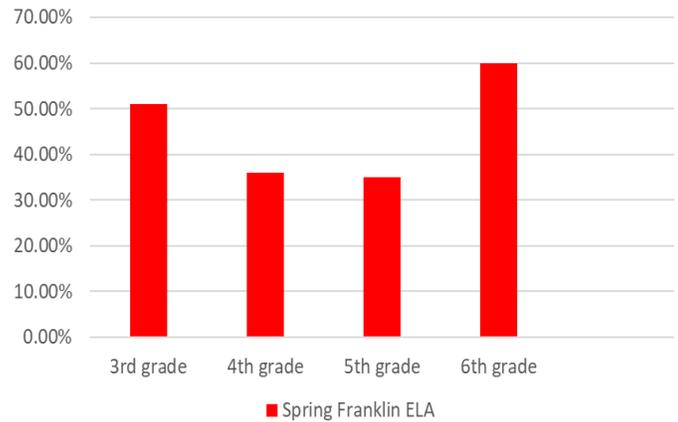
1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2.All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

**ELA Needs Assessment/Implications:** Data from our Spring Recovery Plan which identified essential skills at each grade level, indicates a need for phonemic awareness, sight words, and comprehension in reading in our primary (1st and 2nd grade classes). Data also indicates below levels in attention, task completion and written expression. DIBELS and MAP assessments in the fall support the need for focus in these areas, with equity gaps for free/reduced intensive group. Based on DIBELS results, 70% of those students identified as being at-risk in our priority 2nd grade group, are free and reduced.

**ELA – DIBELS**



**Franklin SBA ELA**



**Mid-Year Review 3/14/2022:** Winter DIBELS results show growth on students at/above grade level (GL) expectations. Students in our targeted second grade group demonstrated improvement going from 8 to 13 being at/above GL and the number of those below GL dropped. Other grade level improvement seemed to occur in those near GL. There is concern that students below GL, while showing growth, are continuing to lag behind peers. MAP data is also encouraging at all levels with the exception of 4th which is slightly lower than in the past. Targeted 2nd grade students in RTI afterschool group all demonstrated gains. Low Income groups were comparable on SBA, except 6th which scored lower at 6th grade by 17%.

**End of Year Assessment 6/23/2022:** Growth continued, as displayed in the DIBELS graph above, for our primary grades and sixth. Fourth and fifth grades showed a bit of regression. These groups were also a bit lower in their SBA scores, so a possible explanation was test fatigue as the DIBELS was conducted a week after finishing SBA. Our targeted 2nd grade group displayed significant growth. Six of our 12 in this group demonstrated more than two years growth and are now on level. Of the remaining 6, only one showed less than 1 year and she was absent a great deal. Most of the remaining were 10 to 20 months growth.

MAP testing was not conducted because SBA was just taken. SBA seems to align with DIBELS with 4th and 5th with scores being lower and 3rd and 6th showing reading strengths. We will now have baseline data that allows for cohort comparison to be made moving forward.

**SMARTIE Goal:** By implementing a variety of supportive instructional practices and support strategies, students will improve phonemic awareness, sight word vocabulary and fluency as measured by end-of-year DIBELS and end of unit assessments by no less than 20% improvement based on the beginning-of-year data. Student achievement data will reflect equitable distribution outcomes for all student sub-groups.

**Priority is being given to our second grade who is identified as being most at risk. Within this group there is a further gap between free/reduced and non, where 70% of our intensive RTI group is free/reduced, compared with 38% of our strategic and at-level groups.**

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Our Response to Intervention (RTI) groupings will allow us to provide the needed supports for learning loss, while also challenging on/above level students.</li> <li>Afterschool reading group for F/R 2nd grade</li> <li>We are able to re-introduce our Dynamite Readers program this year. Although we cannot use volunteers as we have in the past, we have restructured to make use of staff/Ameri-corps.</li> <li>ReadLive</li> <li>Piloting ELA curriculum</li> </ul>	Data will be collected three times a year using DIBELS. In addition, grade levels will meet every three weeks with the Learning Support Teacher and support staff to determine progress and restructure groupings.	Staff to support the following - <ul style="list-style-type: none"> <li>Administering the DIBELS</li> <li>Running RTI groups (either push-in or pull-out)</li> <li>Classroom support during RTI meetings</li> </ul> Time—recovery will not happen overnight and may occur over multiple years.

Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Debra Roos Classroom Teachers Para-educators Jeff Lunt	RTI Groups evaluated monthly  Overall goal—Completed with June DIBELS assessment  Complete recovery—possibly years	Title and Lap funding will be utilized  ESSER Funding

### Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

Students are demonstrating gains but it will take time for some to make these gains to fill in the gaps. Steady gains were made in primary. In first grade we started the year with 15 at level and ended with 22. In second, we went from 8 to 20. In third, we started with 24 and ended with 27 at grade level, but we had 14 below in winter and ended with 8.

As previously mentioned, our second grade interventions group demonstrated significant gains on the DIBELS with 6 of 12 showing 24+ month growth. With the exception of one student, all others closed the gap by growing a full year or more. Of the students in the intensive group, nine are identified as Free/Reduced. Seven of those nine made gains of 19 months or more.

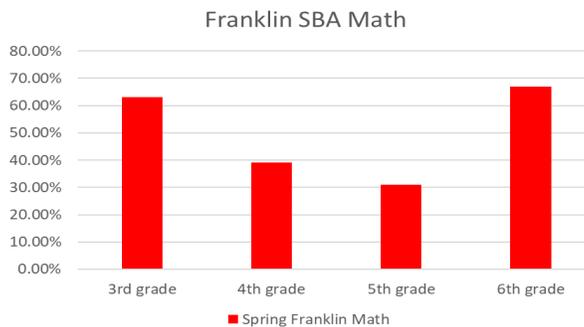
Attendance played a role in those not making growth. When breaking down the data to an individual student level, many had attendance issues.

**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2**

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

**MATH Needs Assessment/Implications:** Much like ELA, Recovery Plan data submitted last spring, which identified essential skills at each grade level, indicates the greatest need in the primary grades. Number identification, counting, number sense, and adding/subtracting are areas for focus. Foundational skills are lacking. We are looking at additional ways to offer support, particularly in the 4th grade, where based on MAP data 67% of students identified as at-risk are free/reduced..

Eureka Module Assessments (Percentage of students At/Above Standard, 75% or higher)						
	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6
Grade 1	62%	55%	68%	67%	65%	50%
Grade 2	45%	52%	59%	55%	59%	71%
Grade 3	38%	49%	77%	75%	57%	
Grade 4	33%	50%	42%	17%	42%	
Grade 5		23%	58%	18%		
Grade 6	72%	59%	64%	75%	67%	



**Mid-Year Review 3/14/2022:** We have made changes in our support structures to better build the foundational skills. Support teachers have been hired at both the intermediate and primary grades using ESSR funds. These teachers will work with identified students on skill building. While SBA data was below anticipation, we are encouraged by growth as demonstrated by winter MAP testing in most areas. SBA data for low income students was lower than the whole school percentages at 4th and 6th grades, with 4th grade (-11%) and 6th grade (-17%). Each of these were comparable to the district scores, except 4th (-11%). As an additional note, 6th grade students did well exceeding both the district and state on the Science SBA and 55% of Low Income met standard.

**End of Year Assessment 6/23/2022:** A variety of measures were used to determine growth in math. MAP testing was not done in the Spring due to SBA testing and the concern over testing fatigue. Growth was evident at the mid-year report, which can also be viewed on the MAP Data page of the CSIP Overhaul. SBA results for 3<sup>rd</sup> through 6<sup>th</sup> were in line with the mid-year MAP. Both 3<sup>rd</sup> and 6<sup>th</sup> grades demonstrated growth, while 4<sup>th</sup> and 5<sup>th</sup> continued to struggle to make gains. This was also evident in the Eureka Module Assessments where the average pass rate (at/above standard) was - kinder-69%, 1st-63%, 2nd-57%, 3rd-59%, 4th-37%, 5<sup>th</sup>-35%, and 6th-67%. Overall scores typically were lower in the fall and gains were made over the year. Data in 5<sup>th</sup> grade isn't as complete due to the change of teachers in October. Moving forward supports will be needed for next year's 5<sup>th</sup> and 6<sup>th</sup> grades. Again, SBA data will become the new baseline for cohort comparison.

**SMARTIE Goal:** By implementing a variety of supportive instructional practices and support strategies, students will improve the foundational skills of number sense, counting skills, and addition/subtraction as measured by end-of-year and end-of-unit formative assessments, as well as, building and district assessments, by no less than 20% improvement based on the beginning-of-year math assessment data. Student achievement data will reflect equitable distribution outcomes for all student sub-groups.

**Priority is being given to our fourth grade who is identified as being most at risk. Within this group there is a further gap between free/reduced and non, where 67% of our below grade level MAP scores are free/reduced, compared with 42% of our at-level group.**

<b>Activities</b>	<b>Measures</b>	<b>Resources</b>
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Happy numbers is being used to differentiate and solidify concepts that were missed.</li> <li>Counting activities, such as emphasis on calendar and written numbers.</li> <li>Review packets are being created to fill gaps in learning from previous year.</li> <li>RTI type math supports being utilized in 4th grade with emphasis on F/R students.</li> </ul>	Teachers are focusing on end-of-unit assessments to a greater degree to form their future instruction. Since we've noticed writing stamina isn't as great, we are informally measuring verbal response and picture responses. Monthly assessments are being created and used at some levels to assess essential concepts.	Staff to support the following - <ul style="list-style-type: none"> <li>Running small groups (either push-in or pull-out)</li> <li>Classroom support</li> </ul> Time—recovery will not happen overnight and may occur over multiple years. Franklin is attempting to allocate resources to support small group remediation in the classroom, at this time a shortage of staffing is making that difficult.
<b>Lead/Staff</b>	<b>Time Frame</b>	<b>Funding</b>
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Classroom Teachers Para-educators Jeff Lunt <i>Newly Hired Support Teachers</i>	Overall goal—To be completed with June DIBELS assessment  Complete recovery—possibly years	Hope to use HPLAP to hire additional support, but currently unable to fill positions I have with qualified applicants.  ESSER funds

### **Evidence of Impact**

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

As noted on the previous page the least gain was made in 5th grade. This possibly was a result of a 5th grade teacher leaving in October and a long-term substitute, first year teacher, who was working as a para in the building, being put in her place. We will be filling this position, as well as our intermediate support position as that teacher will be teaching 1st grade.

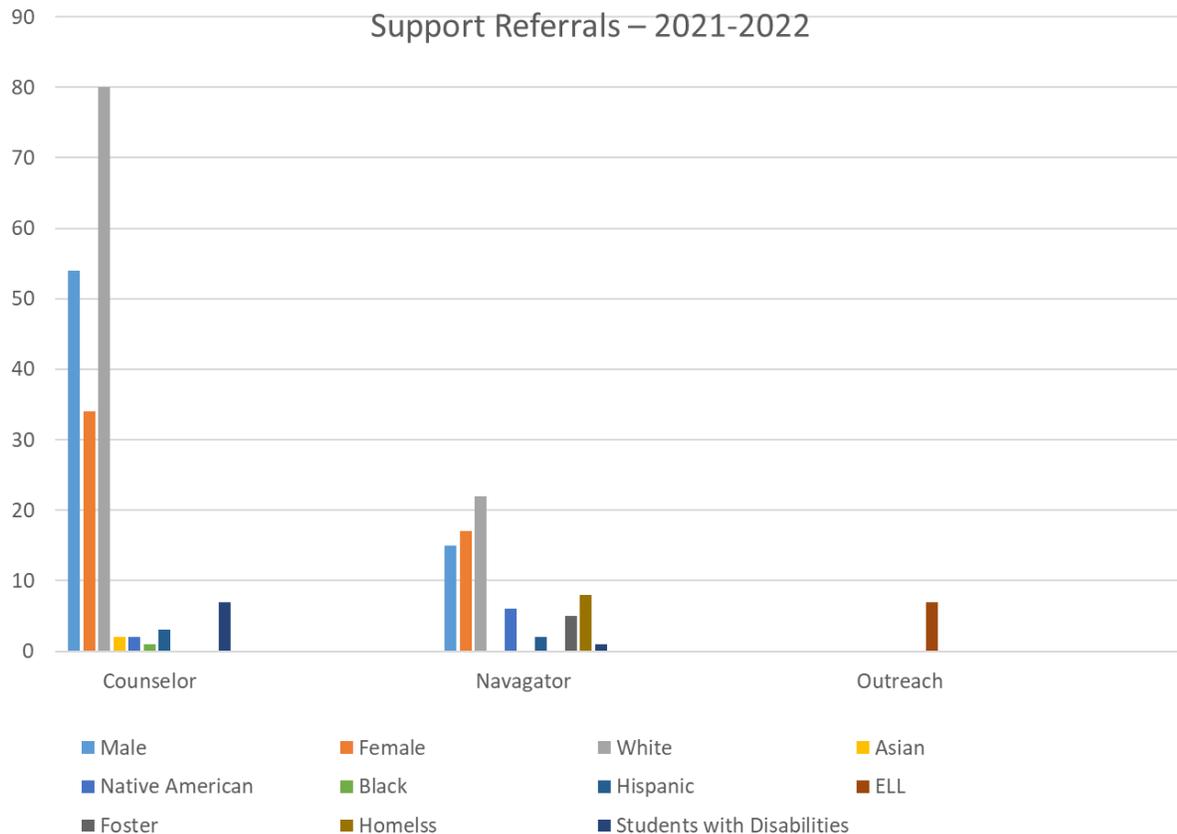
Students in 2nd grade benefitted from our primary support person in math as well as reading. End of module scores increased from only 45% meeting standard on the first module and steadily climbed with 71% meeting standard on module 6.

The Franklin Leadership & Instructional team will need to determine how to meet the needs of this year's 4th and 5th grade students next year, as well as, how to replace two support teachers with one. A new support teacher has been hired and we are looking at creative ways to provide additional supports.

## PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media

**SWB Needs Assessment/Implications:** We are finding increased anxiety and lack of social skills and school readiness this year. Students are lacking the maturity that has been present in the past, which results in shutting down when things are difficult or they don't get their way. Playground issues are high with our 2nd through 4th graders who have missed the foundation for social interactions that was missed due to COVID. Stamina is also an issue as students go from shortened days, alternating days or schooling at home where they could move around as they pleased. Students, and adults as well, are also experiencing what I would refer to as "mask fatigue" and we are having to find ways to get students outside for frequent mask breaks. The increased anxiety is impacting attendance and support referrals.



**Mid-Year Review 3/14/2022:** Franklin continues to focus on the social/emotional wellbeing of students using CharacterStrong as its primary curriculum. Mrs. Harker also delivers instruction in classrooms using Kelso's Choices, Second Step, and Bounce Back as tier 1 supports. These can be expanded upon, along with Zones of Regulation, as tier 2 and 3 supports. We are finding an increase in students needing higher support levels, which have included the district Navigator, Native American Navigator, and other community outreach. One area we are leveraging is our 6th grade leaders. Younger students do not understand how to play together at recess so we've created our 6th grade Raccoon Recess Squad, where 6th graders buddy with younger students.

**End of Year Assessment 6/23/2022:** Tier 1 supports were successful in providing most students with strategies to overcome obstacles. As the year progressed there became greater needs for student interventions. The number of students needing counseling services more than doubled between mid March and June (33 students to 69). The same was true for families receiving services from our district navigator, which tripled. The disaggregated data for gender and disadvantaged groups remained relatively consistent from the mid-year report.

## CSIP 2021/22 STUDENT WELLBEING

**SMARTIE GOAL:** By implementing Character Strong lessons, Kelso’s Choices, 2nd Step, Bounce Back and mindfulness brain breaks, as well as continuing to establish and build our inclusionary practices, students feelings of positive self-identity, self-management, self-efficacy, social-management, and social-engagement will increase. Students demonstrating behaviors that need additional instruction will receive Tier 2 and 3 interventions through individual and small group meetings with the school counselor. School data will result in 80% of students consistently following behavior expectations as measured by Skyward discipline data and our own monthly records of students receiving Tier 2 and Tier 3 supports as measured in June of 2022. Year end data will reflect equitable distribution outcomes for all student sub-groups.

There is a discrepancy between the number of males and females receiving counseling referrals. Males outnumber females 2:1. Focusing on healthy recess interactions with explicit problem-solving strategies will reduce the number of males receiving referrals and close this gap by June.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Character Strong classroom lessons, school-wide focus, and monthly celebration.</li> <li>Kelso’s Choices, 2nd-step and Bounce Back (resiliency training) classroom lessons taught by counselor.</li> <li>Restorative Practices</li> <li>Home communications</li> </ul>	A variety of surveys will be used to determine success, including Healthy Youth Survey and Center for Educational Effectiveness survey, as well as anecdotal information.	Staffing - <ul style="list-style-type: none"> <li>Staffing issues create challenges in providing consistent support and building rapport with students</li> <li>We cannot control this issue, but it does have an effect on our social-emotional well-being and our sense of community.</li> </ul> Time—changing behavior doesn’t happen overnight and with 18+month of interrupted schooling it will take a while to re-establish positive habits. Incentives to promote positive behaviors.

Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
All Staff will be responsible at some level. Colleen Harker, Classroom Teachers, and Jeff Lunt will be leading initiative.	We have weekly (Fantastic Five), monthly (Character Strong), and periodic (as students earn) incentives. We also have monthly “Spirit Days” to promote positive a positive school culture and climate.	We are being creative in funding, utilizing HPLap around behavior where permissible. Building budget is also being used.  ESSER Funds

## Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

Social Emotional Learning continues to be a great need. Counseling referrals doubled from the original CSIP submission and then doubled again for this report. District Navigators have increased at an even greater rate, tripling and then tripling again. This is a bit alarming as if the trend continues our already strapped resources will break. Males continue to outnumber the females needing services provided by the school counselor. Areas of service center around conflict resolution, anger management, regulation strategies, and anxiety support. We believe that as these students spend more time together over the coming years, and are provided whole class instruction either in the Counseling Center or in-class, need in these areas will decrease. Ongoing Bounce Back instruction will also be important to assist students in developing resiliency. Community connections and resources will be an ongoing need for students struggling to reconnect.

**PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3**

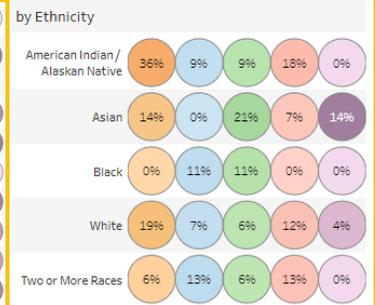
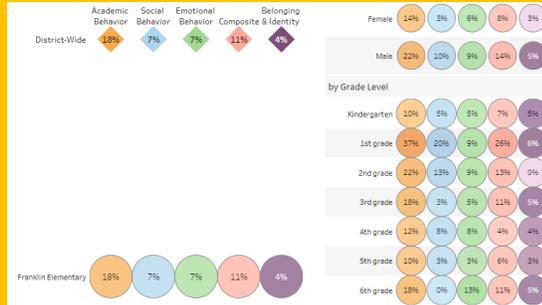
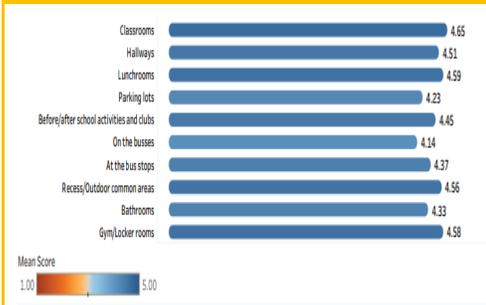
1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations

**F & CE Needs Assessment/Implications:** This fall we have seen good parent participation around the Back-to-School conferences. As students have been quarantined, engagement has become more difficult. We are finding less follow through on work that teachers are preparing. As a result there is a greater level of re-teaching taking place. Data from teachers indicate absences are impacting work completion but turnout for October conferences was high.

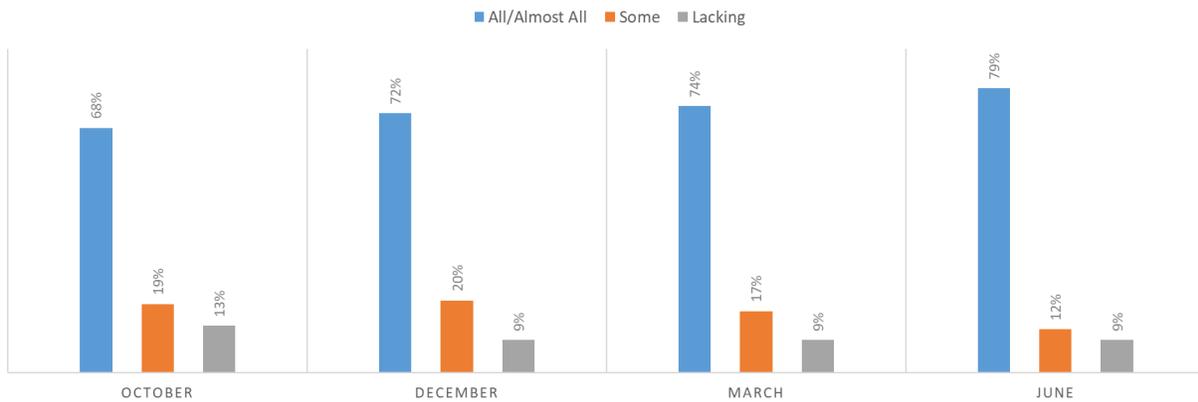
**EES—Student Universal Wellness Screener**

**Student Safety Data**

**Screener Summary Data**



**WORK COMPLETION 2021-2022**



**Mid-Year Review 3/14/2022:** We are pleased with the steady increase in work completion. While we would love 100%, our percentage of students turning in all or almost all of their work remains high. We continue to refine our MTSS. The Wellness Screener information aligned with 72% of the students we identified on our own, but missed a number of students that we had previously identified. In addition to computer surveys, we will continue to use teacher and parent referral as well as the “eye test” to support our students.

**End of Year Assessment 6/23/2022:** Work completion steadily increased throughout the year, ending with 79% of our students being fully engaged and completing all or almost all of their work. Although we were able to move 5% of our student from the category of turning in some of their work to the all/almost all, we found it difficult to break through on those 9% that were lacking. Despite weekly support from our counselor, paras, and others who met with them to organize and find missing work, that percentage remained unchanged.

## CSIP 2021/22 FAMILY AND COMMUNITY

**SMARTIE GOAL:** By June 2022, through relationship building, celebrations, adjustments to curriculum, and implementation of additional supports, and meeting social-emotional needs, Franklin will improve student engagement in work completion for students that are absent due to COVID related absences and attendance for all students by increasing student work completion in the All/Almost All range by 10% as measured by our monthly work completion surveys. Year end data will reflect equitable distribution outcomes for all student sub-groups.

Franklin will focus on its interventions for Tier 2 & 3 Supports. Currently 16% of our students receive supports at these levels for behavior/safety issues, work/academics, anxiety, and attendance. Free/reduced students represent 71% of students receiving supports at these levels.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Tiered Support List, including support from District Navigator</li> <li>Work Completion surveys given to teachers on a monthly basis</li> <li>Celebrations</li> <li>Kindergarten Kick-Off Celebration</li> </ul>	<p>Work Completion teacher surveys will show improved engagement.</p> <p>Student movement on Tiered Support List</p>	<p>Staffing -</p> <ul style="list-style-type: none"> <li>It has been challenging to build relationships and celebrate successes when we have to make changes to staff coverage</li> <li>We have had to be in triage mode for extended periods of time.</li> </ul> <p>Time for staff to make adjustments and supports.</p> <p>District Navigator availability</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Classroom Teachers, Colleen Harker, Jeff Lunt  District Navigator	Lengths of activities will vary. Some are more frequent, such as adjustments in curriculum and supports for students (tiered supports). Others are weekly or monthly	Building budget and where permissible HPLap.  ESSER funds

## Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

Over the course of the year, we met frequently to discuss attendance. Over the course of the year, 40 letters providing attendance information, supports, and the law requirements were sent to families. In many cases, these letters and collaboration with parents improved the student's attendance issues. COVID continued to impact attendance. Removing COVID related absences improved our overall attendance rate from about 86% to over 91%.

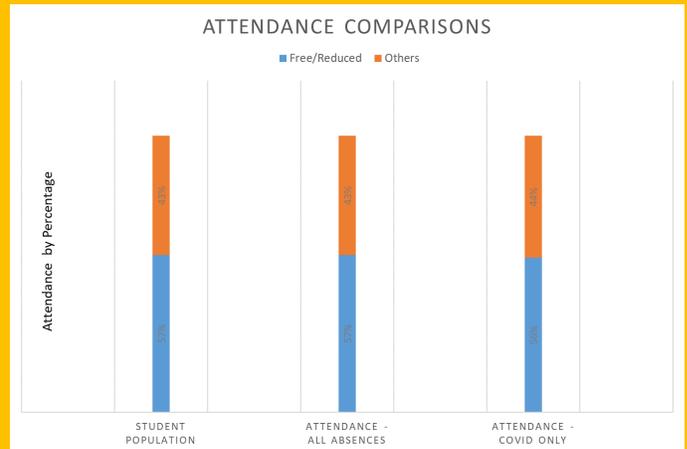
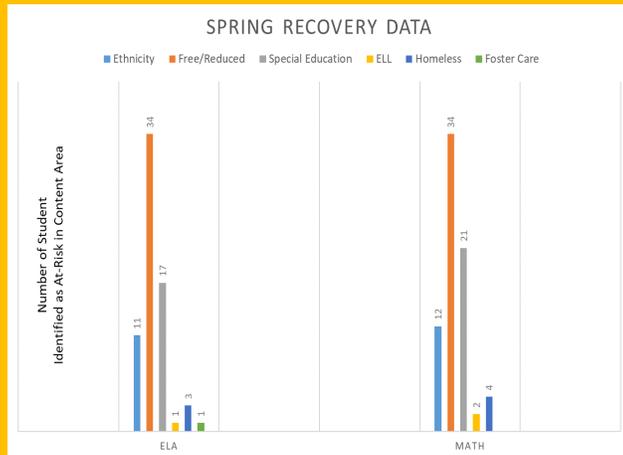
ESS Student Universal Wellness Screener on Student Safety indicated a high level of safety while at school. Within the school, restrooms were noted by students as an area of potential concern, although this areas scored a relatively high 4.33 out of 5 for safety. Students identified busses, bus stops, and parking lots as areas where they feel the greatest anxiety. No area scored lower than a 4.14.

Tier 2 and 3 student identification continued to grow. Franklin ended the year with 93 students receiving Tier 2 services and 29 receiving Tier 3. This accounts for over almost 40% of our students. Services ranged from strategic organization skills, regulation strategies, overcoming anxiety, to supporting foster families, transitioning students, and medical services.

## Additional Implications:

Use this section to include implications of ELL+ & attendance, discipline, SPED/ 504, McK V etc.

Free/Reduced and Special Education students were hit hardest by remote/hybrid learning last year according to data recorded in the Franklin Recovery Plan. Free/Reduced students in the primary grades were impacted the most according to this data, while the opposite was true in Special Education with intermediate students showing the greatest impact. This could be slightly misleading, due to students typically not qualifying for services until the second or third grades.



Chronic attendance issues appeared more in students identified as Free/Reduced than in other demographic subgroups for the 2020-21 school year. As of October this overall attendance for students is reflective of the school as a whole, where our overall Free/Reduced percentage is 57% and our overall attendance for Free/Reduced is also 57%. COVID related absences are consistent with these numbers with 56% being Free/Reduced.

McKinney Vento have relatively little impact on the building as a whole, but they have significant impact on the individual students that are experiencing Homelessness or Foster Care.

**Preliminary Planning for Next School Year:** Recovery efforts will continue into next year and beyond. COVID related absences continue to impact student attendance. Tracking absences this year became so cumbersome that it was difficult to break down into usable units. Of the nearly 50,000 total school days for all students combined, there were almost 8,000 days where students were absent. Attendance rate this year was about 85% with over 6% of those coming from COVID loss. Parents became accustomed to keeping their children home whenever they had a sniffle, things they would not have kept them home for in the past.

In addition, this impacted our students identified as Chronic or Excessive absences. Franklin ended the year with more students with 10 or more absences for the year than we had enrolled on June 15. Throughout the year, we had several families that had Chronic attendance issues that later moved out of the district. Franklin also received families from other schools, where attendance matters carried with them. I am happy to say that attendance has improved significantly and one family, although now in permanent housing in another boundary area, has requested to remain at Franklin next year because of the connections we've made. When considering truancy matters for Chronic or excessive absences, COVID related absences had to be considered.

Despite these attendance matters, teachers found that there was a high level of engagement as noted in the graph on page 8. Franklin strives to develop more inclusionary practices and strategies to address the social-emotional needs of our students. I recently asked a parent, who had been at other schools in addition to Franklin how we compare. The parent's response was, "There is a strong feel of community at Franklin. Everyone knows one another. It feels like a family."

While academics are important, the whole child and helping in the character development of well-rounded children is equally, possibly more important. In the next year we will work to refine and develop ways to address all the needs and help in character development. CharacterStrong trait recognition, Fantastic Fives, and Book Machine Rewards are some of the measures we will continue to use. Franklin will ensure that everyone in the Franklin Family develops because at Franklin, "every day we learn and grow!"