



Franklinville Elementary School
School Improvement Plan
2021-2022

Comprehensive Progress Report

Mission:

Franklinville Elementary School's low-performing identification continues pending assessment data from the 2021-2022 school year.

Franklinville Elementary Mission:

To engage, motivate, and develop the growth of all students.

Vision:

Franklinville Elementary Vision Statement:

To inspire every student to be a lifelong learner.

Goals:

By June 2022, as measured by our performance composite areas, Franklinville School students will increase our school performance grade by 23.8% in reading from 36.2% to 60%. (A 2.07, A 3.04, A 1.04, A 3.06, A 1.05, C 2.01, A 4.01)

By June 2022, as measured by our performance composite areas, Franklinville School students will increase our school performance grade in math by 21.7% from 38.3% to 60%. (A 3.04, A 1.04, A 3.06, A 1.05, C 2.01, A 4.01)

By June 2022, as measured by our performance composite areas, Franklinville School students will increase our school performance grade in science by 12% from 48% to 60%. (A 3.04, A 1.04, A 3.06, A 1.05, C 2.01, A 4.01)

By June 2022, Franklinville School will use multiple sources of data across all tiers to identify the difference between expected and current student outcomes relative to attendance, behavior, social emotional, and academic goals in order to hypothesize reasons students are not meeting expectations. MTSS Goal (based on FAM-S data -Data Problem Solving #23 and #24) (A1.05, C2.01, A4.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:		High expectations for all staff and students			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2019, we have collaborative grade level teams formed at Franklinville that meet on a regular basis during PLCs. These teams plan assessments together and analyze the data together. Opportunities for enrichment and remediation are made based on the data, but are often relegated to whole groups of students rather than individual students.	Limited Development 09/15/2019		
<i>How it will look when fully met:</i>		When fully implemented, teachers within the grade level team will work collaboratively together to respond to student performance on pre-tests and other assessments. Since not every student comes to the classroom with the same skills, knowledge or abilities, teachers will create differentiated activities within units of instruction that provide support for some students and enhanced opportunities for learning for others. Appropriate activities would be selected for each individual student and ongoing student performance would be analyzed to determine if work or activities assigned to the student needs to be adjusted before the post-assessment. Pre-assessment and post-assessment results would be used to gauge student mastery and to help teachers meet students where they are and to help to take them to the next level of learning. PLC agendas and minutes will be used as artifacts to show that pre/post assessment results are analyzed and enrichment and remediation activities are planned to enhance individual student learning.		Addie Snotherly	06/10/2022
Actions			0 of 3 (0%)		
	9/15/19	PLC grade level teams will meet to analyze pre-test results for a unit of instruction in either math or reading to gauge student mastery of the standard and to determine the level of readiness of each individual student. The results will be used to create differentiated (support or enrichment) activities for students.		Elisabeth Bernhardt	06/10/2022
<i>Notes:</i>					
	9/15/19	PLC grade level teams will meet to analyze ongoing assessment results within a unit of instruction in either math or reading. The results will be used to adjust the differentiated activities assigned to students.		Elisabeth Bernhardt	06/10/2022

Notes:

9/15/19 PLC grade level teams will meet to analyze post-test results for a unit of instruction in either math or reading. The results will be used to create differentiated intervention activities for students.

Elisabeth Bernhardt

06/10/2022

Notes:

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School-wide expectations for common areas (i.e., the cafeteria, the hallway, etc.) provide norms for student expectations. Our school matrix for being Safe, showing Ownership, being Attentive and Respectful (SOAR) hang in every classroom and in the building. Teacher teach lesson plans for each area and review them frequently, even daily. Students receive Feather Cards for following the rules and expectations outlined in the matrix. The school collects and analyze data to determine the "hot spots" where additional expectations/monitoring are needed. The number of office referrals is closely monitored to determine at-risk students. Tiered interventions are used to meet the behavioral needs of students. They include but are not limited to behavioral contracts, check-in and check-out system, etc.	Full Implementation 09/02/2021		
	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Starting with the 2018-2019 school year, Franklinville Elementary will begin to incorporate the concepts embedded within Growth Mindset. Growth Mindset is a belief system that is based on the idea that students can develop their academic success over time, ultimately impacting their overall achievement. We believe this fits in well with our current efforts through PBIS, where behavior specific praise/feedback is motivating to students. Praise that is based on effort allows students to develop self-regulation skills and encourages students to adopt mastery-orientation toward goals. While we are just in the beginning stages of our learning process, educators within the building have begun to use this language with their students and have already begun to promote student self-monitoring.	Limited Development 09/04/2018		
<i>How it will look when fully met:</i>		Once this objective is fully met, all classroom educators and support		Jennifer Trogdon	06/07/2022

staff will be focused on praising learner effort and on encouraging students to self-regulate, set goals and develop perseverance. Students within the building will be monitoring their attitudes and beliefs towards learning, looking to improve their level of competence, setting goals, developing strategies for learning, persisting and ultimately performing better. As a whole, student achievement should increase, because as our words change so do our behaviors. We will know that a Growth Mindset is embedded at Franklinville Elementary when we hear this language used throughout the instructional day.

Actions		11 of 12 (92%)		
9/4/18	Present professional development (designed by district lead teachers) on Growth Mindset at the beginning of the school year and on February 19th.	Complete 08/20/2018	Elisabeth Bernhardt	08/20/2018
<i>Notes:</i>				
9/4/18	Administration will share Growth Mindset articles throughout the school year to build teacher knowledge about Growth Mindset and to ensure that teachers are provided with on-going and embedded PD.	Complete 06/07/2019	Debbie Sheron	06/07/2019
<i>Notes:</i>				
9/4/18	Teachers will participate in vertical visits across grade levels to observe how other teachers are implementing a growth mindset in their classroom.	Complete 06/07/2019	Debbie Sheron	06/07/2019
<i>Notes:</i>				
9/4/18	During instructional walkthroughs, administrators will look for evidence of a growth mindset in the environment (walls, teacher language, student language/actions).	Complete 06/07/2019	Angela Harris	06/07/2019
<i>Notes:</i>				
9/4/18	K-5 teachers will teach Growth Mindset lessons provided through various websites and using a variety of resources.	Complete 06/07/2019	Elisabeth Bernhardt	06/08/2019
<i>Notes:</i>				
1/7/20	Create Student Goal Setting PD to present to classroom teachers. This PD will focus on how teachers can effectively guide students into setting personal learning goals.	Complete 01/06/2020	Holly Grissom	01/31/2020
<i>Notes:</i>				
1/7/20	Present Student Goal Setting PD to classroom teachers on how to effectively guide students to set personal learning goals.	Complete 01/07/2020	Holly Grissom	01/31/2020
<i>Notes:</i>				

9/18/20	Purchase read aloud books with titles that promote goal setting and have available to teachers to use with students.	Complete 05/20/2020	Holly Grissom	05/20/2020
<i>Notes:</i>				
9/9/19	The principal will read Growth Mindset quotes on the morning announcements weekly on "Thoughtful Thursdays to solidify the school wide focus on growth mindset."	Complete 06/07/2019	Debbie Sheron	06/07/2020
<i>Notes:</i> This worked so well that students starting submitting quotes to be read aloud on announcements. One student actually wrote her own quote. "Perfection is the wall that stands between you and success." (3rd grade student)				
9/14/19	New staff members will be trained in Growth Mindset and implement its use in their classrooms as a part of their daily instruction. Previously trained staff will continue to implement its use on a daily basis.	Complete 03/02/2020	Elisabeth Bernhardt	06/07/2020
<i>Notes:</i>				
9/18/20	The lead teacher and principal will conduct model lessons on goal setting to empower teachers and make goal setting visible for them as well as their students.	Complete 11/13/2020	Kimberly Plummer	11/15/2020
<i>Notes:</i> Holly Grissom started this work by conducting model lessons in some classrooms. We will continue with this effort.				
9/9/19	Students and teachers will create data notebooks and participate in goal setting. Goals will be revisited throughout the year as data is collected.		Elisabeth Bernhardt	06/08/2022
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	As of 2018, Professional Learning Communities (PLC's) meet at least twice a week to plan lessons that are aligned to the standards. In addition to these two days, PLC teams meet once a week with administrators and the lead teacher to create common formative assessments using standards, collected data, and pacing guides. Grade levels are using Journeys, Investigations, National Geographic Science, Studies Weekly, and Stemsscopes (new science adoption) as curriculum resources for planning.		Limited Development 04/18/2017			

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Units of instruction will be created that align with all the Common Core standards. These units would be horizontally and vertically aligned.			Kimberly Plummer	06/08/2023
Actions			3 of 4 (75%)		
8/13/18	The lead teacher will provide professional development once a month to grade level teams to help teachers gain a more in-depth understanding of the standards.		Complete 06/07/2019	Elisabeth Bernhardt	06/01/2019
<i>Notes:</i>					
8/13/18	On PLC planning days, work to create one new unit this school year.		Complete 06/07/2019	Elisabeth Bernhardt	06/01/2019
<i>Notes:</i>					
8/13/18	During PLC planning days and weekly planning meetings, teachers will utilize the backwards planning model learned last year, to define the learning objective, determine how to evaluate if students have achieved mastery, (using pre and post assessments) and create learning activities that are aligned to the standards.		Complete 06/07/2019	Elisabeth Bernhardt	06/01/2019
<i>Notes:</i>					
9/9/19	Each grade level will work with the lead teacher to create an additional unit to add to the ones previously created using the new ELA correlation guides.			Elisabeth Bernhardt	06/08/2023
<i>Notes:</i>					
Implementation:			04/26/2018		
Evidence	4/26/2018				
Experience	4/26/2018				
Sustainability	4/26/2018				

Core Function:	Dimension A - Instructional Excellence and Alignment				
Effective Practice:	Data analysis and instructional planning				
	A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To	Target Date
Initial Assessment:	As of September 2019, grade level teams meet regularly in PLCs to		Limited Development 09/15/2019		

	follow the PLC cycle of pre-assessment, instruction, post-assessment and intervention. Last school year (2018-2019), instructional teams worked to create pre-assessments and post-assessments on the power standards identified for each grade level. Teams were more proficient at utilizing post-assessment data to drive instruction for student learning. Pre-assessments were not used as often and if they were given, upcoming lessons and assignments were not necessarily adjusted for students.			
How it will look when fully met:	When fully implemented, grade level teams will work together to create formative assessments (both pre-assessments and post-assessments) that are linked to the power standards. Both types of assessments would be used to drive instruction and to assess student mastery of standards-based objectives. Pre-assessments would be used to adjust upcoming lessons and activities for students based on their varying degrees of readiness. Student progress from pre-assessment to post-assessment would be analyzed to determine student growth and understanding. Teachers on the instructional team would also be able to compare strategies to determine what instructional techniques, lessons, and activities worked best for student learning. Finally, remediation and enrichment interventions would be planned based on post-assessment results to re-teach or enrich academic content.		Debbie Sheron	06/11/2023
Actions		7 of 10 (70%)		
9/15/19	PLC grade level teams will meet to review the math power standards chosen for the school year.	Complete 10/01/2019	Angela Harris	10/01/2019
	<i>Notes:</i>			
2/18/20	On January 14th, a professional development was presented to the entire staff on best practices in developing pre-tests and post-tests.	Complete 01/14/2020	Angela Harris	01/14/2020
	<i>Notes:</i>			
2/18/20	Teachers were asked to create a calendar for the remainder of the school year indicating when all pre and post tests will be given for each power standards.	Complete 01/14/2020	Angela Harris	01/14/2020
	<i>Notes:</i> This calendar was created. However, teams can adjust as needed based on snow days and other factors that affect scheduling.			
9/15/19	PLC grade level teams will meet to create post-tests based on the math power standards for that grade level.	Complete 06/11/2021	Elisabeth Bernhardt	06/11/2021
	<i>Notes:</i>			

9/15/19	PLC grade level teams will meet to review the results from the math pre-tests to adjust upcoming instruction.	Complete 06/11/2021	Elisabeth Bernhardt	06/11/2021	
<i>Notes:</i>					
9/15/19	PLC grade level teams will meet to review the results from the math post-tests to plan remediation and enrichment opportunities for students.	Complete 06/11/2021	Elisabeth Bernhardt	06/11/2021	
<i>Notes:</i>					
9/15/19	PLC grade level teams will meet to create pre-tests based on the math power standards for that grade level.	Complete 06/11/2021	Elisabeth Bernhardt	06/11/2021	
<i>Notes:</i>					
8/28/21	PLC teams will use the Assessment Planning Form to guide their work with data collection and planning.		Elisabeth Bernhardt	06/08/2022	
<i>Notes:</i>					
8/28/21	PLC teams will use data to determine student need and group students accordingly using the Cardinal Time planning template which provides a structure for all students receiving reteaching of standards, interventions, or enrichment.		Robin Davis	06/08/2022	
<i>Notes:</i>					
8/28/21	PLC teams will plan lessons using the Shelly Moore model to ensure that we address all learning levels.		Elisabeth Bernhardt	06/08/2023	
<i>Notes:</i>					
	A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of 2019, a spreadsheet for tracking student progress has been developed for each teacher and grade level. This universal tracking method is used to monitor all students' progress toward mastery of the standards. However, it is inconsistently used and thus data evaluation was identified as a weakness on the Facilitated Assessment of MTSS (FAM-S). Creating this tracking system will help us ensure that we have accurate and useful data to inform instruction.	No Development 09/18/2019		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Teachers will utilize the system for tracking each student's progress in mastering identified power standards with fidelity. Teachers will use this data to modify learning plans. accelerate students who achieve		Elisabeth Bernhardt	06/04/2022

early mastery, and provide support for students lagging behind.

Actions

3 of 6 (50%)

9/18/19 Create a school wide standard template to record student mastery of learning objectives.

Complete 10/15/2019

Elisabeth Bernhardt

10/15/2019

Notes:

9/18/19 Teachers will create data notebook to be used to track student progress and make instructional decisions. Teachers will use this notebook daily/weekly to document students' progress.

Complete 10/31/2019

Christy Moon

10/30/2019

Notes:

9/18/19 Teacher will be given an at-risk student list to be completed and updated once per quarter. The list will be used to monitor progress frequently and adjust instruction. The list will be a piece of their data notebook.

Complete 06/08/2020

Darlene Parsons

06/08/2020

Notes:

6/9/20 Grade level teams will utilize the PLC data sheet to record pretest and post test data analysis.

Elisabeth Bernhardt

06/09/2022

Notes: In this document, teachers determine what students should know and be able to do, analyze pretest data and use this information to make instructional decisions based on the data. After instruction, they analyze the post-test and use the results to develop re-teaching and/or enrichment lessons. At each step of this process, students are grouped for instruction based on similar need.

9/18/20 Grade level teams will utilize universal screening data to determine at risk student list. Analysis of this data should occur to determine if Tier 2 intervening is necessary or if additional work on strengthening core instruction is needed.

Elisabeth Bernhardt

06/11/2022

Notes:

9/18/20 Utilize the grade level data tracking spreadsheet to record data for students. CFA data is recorded for each power standard. In addition, other data points (Fountas and Pinnell Reading levels, ISP scores, previous EOG scores, benchmark scores, and HMH Growth Measures) will be tracked in our master data sheet.

Elisabeth Bernhardt

06/11/2022

Notes:

Implementation:

06/09/2020

<i>Evidence</i>	6/9/2020			
<i>Experience</i>	6/9/2020			
<i>Sustainability</i>	6/9/2020			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have been working on MTSS for several years. In the 2020-2021 school year, we have shifted our efforts to increase knowledge of all staff members. Using the new knowledge gained from the MTSS modules provided by the Department of Public Instruction, we have created an Intervention Matrix that specifically outlines a variety of academic, and behavioral strategies. We have added the use of universal screeners in the area of social emotional learning to our existing data collection for math, reading, attendance and behavior. Data decision rules were created by our team.	Limited Development 08/04/2021		
<i>How it will look when fully met:</i>		All PLCs will discuss needs for individual students and include in PLC minutes. Each grade level and teacher will document intervention data based on student performance. Teachers will progress monitor and utilize CFA data to determine growth. If student still struggles, then the teacher will contact the Problem-Solving Team chair and will set up a meeting with the team. Meeting minutes will provide evidence of discussion of interventions. The school will continue to move forward in analyzing core instruction, with a focus on student response to instructional practices.		Bonnie Lanham	04/26/2024
Actions			1 of 6 (17%)		
	8/4/21	MTSS members will serve as grade level coaches for their PLC team. Professional development and training will take place to build the capacity and leadership skills of the grade level coaches.	Complete 08/26/2021	Elisabeth Bernhardt	08/26/2021

		<i>Notes:</i> The initial training took place on 8/26/21. Ongoing training will take place each month at each MTSS meeting,			
8/4/21	All K-5 classroom teachers will receive implement the Rime Magic program to strengthen the core. Training will occur and administration will monitor fidelity through walkthroughs and feedback.		Debbie Sheron	10/20/2021	
		<i>Notes:</i>			
8/4/21	K-5 PLC teams will meet once a week during at PLC time to work on MTSS.		Sharon Bridgeman	06/02/2022	
		<i>Notes:</i>			
8/4/21	MTSS team members will take on leadership roles at the weekly PLC meetings to lead discussions about student data, check on intervention progress, assist with MTSS paperwork/data mapping templates, and group students for instruction/interventions.		Kimberly Plummer	06/08/2022	
		<i>Notes:</i>			
8/4/21	An additional staff meeting/work session will be provided once a month to enable time for vertical collaboration and work time for the MTSS.		Elisabeth Bernhardt	06/08/2022	
		<i>Notes:</i> Teachers will be able to ask questions of the MTSS coaches, EC teachers, and work together to plan, enter data, and do the work that is necessary for successful MTSS implementation.			
8/4/21	Teachers will utilize a new framework for Cardinal Time where Tier 2 interventions occur 2-3 times a week, reteaching occurs for students in math and reading, enrichment occurs for those who has mastered the standard, and Tier 3 interventions occur for math.		Christy Moon	06/08/2022	
		<i>Notes:</i>			
	A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2019, Franklinville is an implementation school for MTSS. We have an MTSS team that meets regularly to discuss students with academic and behavioral needs, although we are still using the discrepancy model to identify students for exceptional children's services. As the state transitions away from the discrepancy model, Franklinville is working toward using the tiered intervention structure to identify students for EC services.	Limited Development 09/15/2019		

How it will look when fully met:	When this objective is fully met, Franklinville Elementary will be effective at implementing and utilizing the MTSS (RTI) model for identifying students as EC. Students in each tier of MTSS will be matched to high-quality interventions that are frequently monitored. Adjustments will be made to instruction based on student response to the intervention. Finally, if a student fails to make progress despite increasing the frequency and intensity of interventions, then a referral will be made for special education. This will require frequent collection and analysis of data.		Bonnie Lanham	06/11/2022
Actions		8 of 9 (89%)		
9/15/19	Establish Cardinal Time (enrichment and remediation block) for all students at Franklinville within the master schedule.	Complete 08/26/2019	Angela Harris	08/26/2019
<i>Notes:</i>				
9/15/19	Incorporate an additional day (every second week) for PLCs to discuss students within Tier 1 of the MTSS model.	Complete 10/01/2019	Angela Harris	10/01/2019
<i>Notes:</i>				
2/18/20	The administrative team will go to Trindale Elementary to observe the PLC and MTSS process. Special attention will be given to the integration of MTSS and how to streamline both processes.	Complete 12/10/2019	Debbie Sheron	12/10/2019
<i>Notes:</i>				
2/18/20	Create a document that clarifies the different tiers in MTSS including when and where to discuss, time allotted, duration, groupings, type of interventions, parent notification, paperwork, and data tracking.	Complete 02/10/2020	Elisabeth Bernhardt	02/10/2020
<i>Notes:</i> We will continue to add things to this document as needed.				
2/18/20	The administrative team will meet with Laurie Sypole to discuss the plans for moving forward with MTSS and clarify any misconceptions.	Complete 02/24/2020	Debbie Sheron	02/24/2020
<i>Notes:</i>				
9/15/19	Develop a working document that includes information about students that are in the different MTSS tiers.	Complete 06/08/2020	Debbie Sheron	06/08/2020
<i>Notes:</i>				
9/15/19	MTSS team members will participate in the MTSS online training modules provided by DPI as a group so that they can be discussed and implemented through established teaming structures.	Complete 06/08/2020	Debbie Sheron	06/08/2020
<i>Notes:</i>				

9/15/19	Provide professional development for teachers on the MTSS process using the Shelley Moore training with Angela Harris	Complete 06/08/2020	Debbie Sheron	06/11/2020	
<i>Notes:</i>					
8/10/21	A new structure for Cardinal Time will be implemented to provide time and assistance for remediation of standards, Tier 2 and Tier 3 interventions, and enrichment opportunities for those that meet proficiency of the standard all with time for data collection.		Kristy Rowland	10/15/2022	
<i>Notes:</i>					
	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Franklinville is implementing programs to help teach prosocial behaviors. These programs allow teacher to teach the prosocial behaviors and allow students the opportunity to practice. Currently, the programs are Second Step, Olweus, and Teachtown. We also follow the PBIS framework to reward student's positive social behavior.	Limited Development 09/18/2018		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When fully implemented, teachers will be utilizing the programs weekly and referring to them daily as situations arise. Teachers will be purposeful in their selection of lessons to match current social/emotional needs of the classroom. At full implementation, students will be actively using what they have learned.		Beth McCallister	06/07/2022
Actions			3 of 6 (50%)		
9/18/18	Conduct training for Kindergarten and First grade teachers by October 10th in Teachtown.	Complete 10/12/2018	Beth McCallister	10/10/2018	
<i>Notes:</i>					
9/18/18	Implement the Teachtown program with Kindergarten and First grade students.	Complete 05/01/2019	Beth McCallister	06/07/2019	
<i>Notes:</i>					
9/18/18	The EC teacher and the school counselor will utilize the Teachtown program with small groups of students in grades 2nd-5th based on needs as they arise.	Complete 05/01/2019	Beth McCallister	06/07/2019	
<i>Notes:</i>					

	8/28/21	The PBIS team will work with staff to define major and minor offences so that teachers know the difference and refer to the office consistently.		Beth McCallister	10/30/2021
	<i>Notes:</i>				
	8/10/21	Revamp choice log to include reflection and conversation with adult.		Beth McCallister	06/08/2022
	<i>Notes:</i>				
	8/28/21	Implement class meetings that address SEL needs.		Beth McCallister	09/22/2022
	<i>Notes:</i> Class meetings were modeled for teachers on 8/ 16/22. Structures were provided for teachers by Mrs. Mc Allister on 8/20/21. Teachers will log when SEL lessons occur weekly and these logs will be monitored by administration.				
Implementation:			09/22/2020		
	Evidence	9/17/2019 Teaching social skill lessons K-5 is an embedded practice by all teachers in all grade levels. Lesson plans are evidence that all teachers teach these lessons each week.			
	Experience	9/17/2019 Kindergarten and first grade teachers and students both absolutely love the Teachtown program for teaching pro-social behaviors. Teachers refer to the characters and the lessons learned throughout the day. Once reminded, students are able to self-regulate and adjust their behavior. The characters serve as role models for our students to emulate. With PBIS, we continue to teach, model and reward positive social skills.			
	Sustainability	9/17/2019 Teachers will need to continue social skill instruction through the use of Teachtown, Olweus and Second Step. They will need to continue to help students with sharing, helping and cooperation as situations arise. Teachers will continue to PBIS lessons to teach appropriate behaviors providing activities to help students learn.			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To
	Initial Assessment:	Our school social worker provides staff development for teachers and food and gifts for students in need. The guidance counselor teaches the students appropriate social and emotional behavior in the classroom and interacts with parents to support acceptable behavior. Our school counseling program provides students with both direct and indirect services related to their emotional states. Direct services include classroom guidance lessons based on standard-based core curriculum,	Limited Development 09/21/2020		

	small groups, and individual sessions. Indirect services include providing MTSS and PBIS tiered supports, collaboration and consultation with stakeholders, including referrals to outside agencies. In an effort to be proactive, our school counseling program also includes Red Ribbon and Anti-Bullying Campaigns. CARE, DARE, and SRO officers provide support for good citizenship. The Lead teacher is available to guide teachers and students. Our translator/interpreter plays a vital role in opening lines of communications for parents. The Parent Resource Center also provides bilingual information about emotional health and well-being.			
How it will look when fully met:	When fully met, systems will be in place to address and support all students with emotional needs and these systems will help students successfully address their emotional states. All teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.		Beth McCallister	06/08/2023
Actions		0 of 3 (0%)		
8/28/21	The guidance counselor will begin anger management groups with students based on need.		Beth McCallister	10/20/2021
	<i>Notes:</i> PBIS data indicate that some behavior referrals stem from issues with unresolved anger.			
8/28/21	Data from the SEL universal screener will be used to determine students in need of tier 2 and tier 3 interventions.		Beth McCallister	10/20/2021
	<i>Notes:</i> Steve Webb and Ashley Holland will assist with training and small group interventions.			
9/9/21	As a staff, we will work together to define major versus minor offences so that there is consistency across all classrooms for what ends up as an office referral.		Beth McCallister	10/30/2021
	<i>Notes:</i>			
A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:	For the 2017-2018 school year, attendance was monitored by the principal, social worker, data manager and the guidance counselor. All parties made efforts to improve student attendance by making phone call, offering bus transportation, creating parent contracts, making home visits, conducting parent conferences, acting on teacher referrals,	No Development 09/11/2018		

	offering incentives, and alerting parents to the amount of instructional time missed. While there was much communication between these people, actions were in isolation and efforts to address families with issue were not always aligned.			
How it will look when fully met:	Our school will have a clear process to design and implement a protocol for monitoring and measuring attendance and tardiness to determine at risk students. Knowing that chronic absenteeism is one of the strongest predictors of high school dropout, we will create a system to intervene and reduce barriers to attendance so that student attendance and academic performance will improve. We will have a plan to share the data with key stakeholders with the school and district.		Ami Meadows	06/08/2022
Actions		5 of 6 (83%)		
9/13/18	An attendance data wall will be created to collect information from teachers throughout the school year on at-risk students. This data will drive our work as well as data from daily attendance trends.	Complete 01/08/2019	Elisabeth Bernhardt	10/12/2018
<i>Notes:</i>				
9/12/18	Begin a school wide incentive rewarding classes with the highest attendance percentage each week.	Complete 06/07/2019	Debbie Sheron	06/08/2019
<i>Notes:</i> "Carl the Cardinal" will "fly" to the class and spend the week with the class with the highest attendance percentage from the week before.				
9/13/18	Create an attendance team consisting of the principal, the school social worker, the data manager, and the guidance counselor. Meet weekly to provide targeted intervention for students and families that need assistance.	Complete 06/07/2019	Debbie Sheron	06/08/2019
<i>Notes:</i>				
9/11/19	Track data for "at risk" students with attendance issues. Create plans, contracts, and incentives as needed based on individual needs.	Complete 03/14/2020	Beth McCallister	03/14/2020
<i>Notes:</i>				
9/18/20	Develop a system for tracking attendance of A, B, and Remote students.	Complete 09/01/2020	Debbie Sheron	10/15/2020
<i>Notes:</i>				
9/18/20	Include attendance in the MTSS Screening Results Tool as one important indicator of identifying at- risks students.		Beth McCallister	06/11/2022

Notes:

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We develop, implement, and evaluate explicit and intentional plans that describe our approach to fostering students' grade-to-grade, as well as level-to-level transitions. We adapted these embedded practices for our current situation of Covid-19 and remote students in the 2020-2021 school year. We will continue to have these embedded transition activities throughout the year.	Full Implementation 09/22/2020		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has a LEA support and improvement team.	Full Implementation 10/05/2019		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The School Improvement Team consists of team members that represent all departments of the school. Members have a shared vision and work together to contribute ideas and assistance, complete goals, and improve the school.	Full Implementation 09/22/2020		
	B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2019, the school's leadership team at Franklinville meets on a regular basis. The team discusses the school's progress toward meeting the goals outlined in the school improvement plan. The team analyzes different pieces of data quarterly.	No Development 09/15/2019		
How it will look when fully met:		When this objective is fully met, the leadership team at Franklinville will analyze data on a regular basis to set goals for student learning. Data		Elisabeth Bernhardt	06/08/2022

analyzed will include beginning of year data, benchmark data and end-of-year data. The lead teacher, the principal and the Assistant Principal will be responsible for compiling the data for the team to review. End-of-year data will be used at the beginning of every school year to set goals for student learning for the whole school. These goals will then be revised throughout the year based on new data from benchmarks. Eventually this data analysis will also encompass operational data that monitors the functioning of the school's systems, including policies and procedures, schedules, programs, classroom observation data, and surveys.

Actions		1 of 3 (33%)		
9/15/19	The School Improvement Team will set goals for student achievement at the beginning of the year based on end-of-year data.	Complete 10/01/2019	Angela Harris	10/01/2019
<p><i>Notes:</i> These goals will be shared with grade level teams in PLCs to help grade levels determine a plan to support the achievement of these goals.</p> <p>What can your grade level do/implement to help our school achieve this goal?</p>				
9/15/19	The School Improvement Team will analyze data quarterly to determine progress toward meeting the school's learning goals.		Debbie Sheron	06/11/2022
<p><i>Notes:</i> K-2 PLC teams will begin using Istation data and running record data to compare the two for reading. K-2 will look at the HMH Universal screener for math. 3-5 will be using Benchmark data.</p>				
9/15/19	The School Improvement Team will adjust the school's learning goals as necessary based on quarterly benchmark data.		Debbie Sheron	06/11/2022
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Beginning in the 2017-2018 school year, Franklinville had many established procedures for teams and teaming structures. Teachers were given the opportunity to choose which team they would serve on thus providing a sense of ownership. A protected time is provided for teams to meet on a monthly basis. Chairs of each team are chosen by fellow team members, except the School Improvement Team which is	Limited Development 05/09/2017		

	voted on by the entire staff. Three instructional teams exist to develop instructional strategies aligned to the standards and monitor student progress. (Grade level PLC's, MTSS, and PBIS) Both the school level Parental Engagement Team and the Parent Advisory Council focus on the connection between school and home. Each team has specific work products that they produce and discuss.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	All teams will understand their purpose and responsibilities. They will operate effectively and efficiently through the use of agendas, minutes, and a file of work products. Each team will work with the ultimate goal of moving the school forward based on their focus area.	Objective Met 09/09/21	Elisabeth Bernhardt	06/07/2019
Actions				
9/18/18	The PBIS team will create an agenda and keep minutes for each meeting.	Complete 06/07/2019	Jennifer Collier	06/07/2019
<i>Notes:</i>				
9/18/18	The Parental Engagement team will create an agenda and keep minutes for each meeting.	Complete 06/07/2019	Elisabeth Bernhardt	06/07/2019
<i>Notes:</i>				
9/18/18	In an effort to provide larger blocks of time for monthly review of student learning data, PLC teams will meet an additional time twice a month. Additional time will also be scheduled after benchmarks to give time for PLC teams to dig into the data and make instructional decisions.	Complete 06/07/2019	Debbie Sheron	06/07/2019
<i>Notes:</i>				
Implementation:		09/09/2021		
Evidence	9/11/2019 Each team has agendas and minutes and operates by their			

	assigned role. Teams have expectations outlined for their roles with their team.			
Experience	9/11/2019 Making agendas and keeping minutes for all meetings has now become an embedded practice with all of our committees.			
Sustainability	9/11/2019 We will continue to keep minutes and agendas. We have added roles to each member of the committee so that these efforts will be sustained over time. Each team member understands their role and contributes to the focus of our meeting.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The principal attends weekly data day meetings providing guidance and instruction focused on Common Formative Assessments (CFA) and outcomes. She strives to be in classrooms a minimum of two hours a day providing feedback as she strives to be an instructional leader. Post conferences from formal observations are coaching conversations highlighting strengths and making suggestions for improvement. The principal also monitors lesson plans regularly. The principal accesses mClass data along with progress monitoring data to ensure fidelity and make instructional decisions. Mrs. Sheron monitors Gradebook through PowerSchool and reviews all report cards in order to collect data points on each child. The principal attends professional development sessions with teachers in order to stress the importance of increasing teacher capacity and be present to engage in discussions about new learning. She is also an active member of the PBIS team and the MTSS Problem Solving Team as well as other committees. Both administrators strive to be highly visible in classrooms and are a major part of every step of the instructional process.	Limited Development 05/09/2017		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	The principal will have a relentless focus on instruction. She will be directly involved in leading the school's educational program. The principal will spend considerable time focused on instruction and learning clearly establishing expectations and processes for team planning and for instructional delivery. The principal will monitor the work, meeting with teams, visiting classrooms, and reinforcing good practice. She will be visible and focused on rigorous instruction.		Debbie Sheron	06/08/2022
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Actions		11 of 13 (85%)		
10/7/17	The principal will attend PLC planning days with all grade levels to facilitate and assist in planning and professional development as teams work to create and align lesson plans.	Complete 03/29/2018	Debbie Sheron	06/07/2018
<i>Notes:</i>				
10/7/17	The Principal will strive to be in classrooms a minimum of two hours per day.	Complete 06/08/2018	Debbie Sheron	06/08/2018
<i>Notes:</i>				
10/7/17	The principal will frequently review lesson plans to ensure alignment of standards and use of best practices.	Complete 06/07/2018	Debbie Sheron	06/08/2018
<i>Notes:</i>				
10/7/17	The principal will utilize data gained from walk-throughs to determine instructional needs throughout the building both on an individual basis and school wide.	Complete 06/08/2018	Debbie Sheron	06/08/2018
<i>Notes:</i>				
10/7/17	The Principal will provide feedback to teachers in multiple avenues (i.e. in person, through walkthrough feedback forms, in post-conferences, and PLC's meetings) in order to celebrate success and identify areas for improvement.	Complete 06/08/2018	Debbie Sheron	06/08/2018
<i>Notes:</i>				
10/7/17	The principal will attend weekly PLC meeting to lead team in the analysis of data including CFA, mClass, and Benchmark data.	Complete 05/24/2018	Debbie Sheron	06/08/2018
<i>Notes:</i>				
6/18/18	The principal will log classroom walk-throughs and strive for two hours a day. Feedback will be provided to teachers.	Complete 06/10/2019	Debbie Sheron	06/09/2019
<i>Notes:</i>				
6/18/18	The principal will participate in PLC planning days to assist with curriculum and planning of instructional unit. She will then use the quarterly plans and unit plans to monitor weekly lesson plans for implementation.	Complete 06/10/2019	Debbie Sheron	06/09/2019
<i>Notes:</i>				
9/15/19	The principal and assistant principal will attend 4 sessions of "Coaching for Change" presented by John Bennett through PTEC. The purpose of this workshop is to elicit the motivation, vision, action, and integration to effect sustainable change through effective coaching practices. Both administrators will implement the coaching practices learned in	Complete 02/25/2020	Angela Harris	06/08/2020

	interactions with teachers.			
<i>Notes:</i>				
9/14/19	The principal will increase the amount of feedback provided to teachers in walk-throughs, observations, lesson plans, planning days, and in PLC meetings.	Complete 09/15/2020	Debbie Sheron	09/15/2020
<i>Notes:</i>				
9/18/20	The principal will focus on rigorous activity as it pertains to all student learning including remote learning.	Complete 05/21/2021	Debbie Sheron	06/11/2021
<i>Notes:</i>				
9/7/21	The principal, assistant principal, and lead teacher will conduct focused walkthroughs for the purpose of collecting fidelity implementation data and providing feedback to teachers as well as the SIT team.		Debbie Sheron	06/08/2022
<i>Notes:</i>				
9/18/20	The principal, assistant principal, and lead teacher will meet with teachers in PLC's to work with students from their at-risk list based on data from the MTSS Screening Tool.		Kristy Rowland	06/11/2022
<i>Notes:</i> This effort will allow the principal, AP and lead teacher to be personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels.				
Implementation:		09/18/2020		
Evidence	9/15/2020			
Experience	9/15/2020			
Sustainability	9/15/2020			

Core Function:		Dimension C - Professional Capacity		
Effective Practice:		Teacher quality and experience		
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To
Initial Assessment:		We have many talented teachers here at Franklinville Elementary. This year we plan to utilize the strengths within our own building to help each of us grow and develop. Our quote for the year for ourselves and our students is "If we create a culture where every teacher/student believes they need to improve, not because they are not good enough,	Limited Development 08/24/2021	

	but because they can be even better, there is no limit to what we can achieve."			
How it will look when fully met:	We will know this objective is fully met when our teachers are sharing their strengths with others to build capacity among all staff. The principal will recruit the expertise of skilled teachers within the building. The principal will plan for this to happen and create the atmosphere in which this can take place. By inviting expert teachers to assist in improving learning conditions throughout the school, we are extending their reach of our expert teachers and cultivating teacher leaders.		Debbie Sheron	06/08/2022
Actions		0 of 2 (0%)		
8/24/21	Use walkthrough data to identify areas of strength and need in staff and match accordingly.		Debbie Sheron	06/08/2022
<i>Notes:</i>				
9/2/21	Match teachers according to strength (coach) in a particular area to ones with need in that same area. Have the teacher in need observe the coach and vice versa. Give time for debriefing and feedback.		Elisabeth Bernhardt	06/08/2022
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Data day discussions per grade level occur weekly. Our School Improvement Team meets quarterly to review data. Data collected from mClass is analyzed to delve into individual student's needs as well as guide decisions for remediation and support by grade level. Core Phonics assessments are used to identify precise interventions for students. Parent surveys about Title 1 nights are utilized to make decisions about future nights.	Limited Development 04/07/2017		

How it will look when fully met:	All student data is used to drive instruction. Growth in all sets of data (mClass/IStation/Fountas Pinnell, benchmarks, CFAs, etc.)		Natalie Harris	06/08/2022
Actions		11 of 13 (85%)		
9/24/17	Using the results of the K-2 math assessments, teachers will analyze the data to determine student mastery and next steps for instruction.	Complete 02/01/2018	Annie Benson	02/28/2018
<i>Notes:</i>				
9/24/17	4th and 5th grade teachers will analyze NC Check-In data quarterly to determine student mastery and plan remediation/enrichment accordingly.	Complete 06/07/2018	Annie Benson	04/13/2018
<i>Notes:</i>				
9/24/17	K-5 teachers will delve into mClass data. Mrs. Harris and Mrs. Sheron will facilitate the "Digging Deeper Day". By analyzing the data on an individual basis, we will discover where to provide targeted instruction.	Complete 10/05/2017	Angela Harris	05/25/2018
<i>Notes:</i>				
9/24/17	Using staff input of what is most important to see in classrooms, create a walk-through document that Mrs. Sheron and Mrs. Harris can use to provide feedback for teachers. This observation data will be aggregated data to show patterns of professional practice across the school and inform school needs for professional development.	Complete 10/03/2017	Angela Harris	06/08/2018
<i>Notes:</i> On October 3, 2017 - staff were able to brainstorm a list of items they would like included on the informal walkthrough form with their grade levels. This was handed into administration. Administration then took this information and created the walkthrough form, which was presented to the SIT team on October 31st.				
9/24/17	Create a "Worried About" list to be discussed at PLC meetings describing the individual needs of students and the interventions that have been tried to date.	Complete 06/07/2018	Debbie Sheron	06/08/2018
<i>Notes:</i> Data can be entered in to the Google doc after any weekly PLC meeting where a student is discussed.				
6/18/18	To create a more efficient way to track student progress and provide intervention ideas to teachers, PLC's will follow a cyclical process based on Marzano's and Dufour's work on effective PLC's. Data will be analyzed during PLC's with an emphasis on monitoring student progress towards academic achievement goals.	Complete 09/07/2018	Angela Harris	09/09/2018
<i>Notes:</i> Charts will be created and posted to help keep our PLC discussion				

	student focused.			
9/11/18	A poster of the PLC cycle will be created and displayed with a way to illustrate where grade levels are within the process.	Complete 09/10/2018	Angela Harris	09/21/2018
	<i>Notes:</i>			
9/11/18	During PLC's at the beginning of the year, have teachers determine which reading and math standards are the "Power Standards" for the upcoming school year.	Complete 09/20/2018	Elisabeth Bernhardt	09/21/2018
	<i>Notes:</i> This work will be revisited throughout the school year as more information becomes available. (Reading 3D, NC Check-in, EOG, etc.)			
9/11/18	A behavior and attendance data wall will be created to collect information throughout the school year on at-risk students.	Complete 10/04/2018	Elisabeth Bernhardt	10/12/2018
	<i>Notes:</i>			
9/24/17	Mrs. Sheron, Mrs. Harris, and the lead teacher will work with PLC teams to create Common Formative Assessments (CFA). A variety of ideas for formative assessments that can be used in classrooms daily will be shared at PLC meetings.	Complete 05/20/2019	Debbie Sheron	05/18/2019
	<i>Notes:</i>			
9/11/18	Create a reading data wall where student progress is monitored every 6-8 weeks.	Complete 06/07/2019	Elisabeth Bernhardt	06/08/2019
	<i>Notes:</i>			
9/17/19	The school leadership team will delve deeply into school wide data to make decisions about school improvement and drive professional development. Focus will be on using the data to determine "what to do next."		Elisabeth Bernhardt	06/08/2022
	<i>Notes:</i> This has been done in the past but it has not reached the level that has precipitated change in allocation of resources or professional development.			
9/18/20	Administrators will collect data from classroom walk-throughs and share with the leadership team to identify patterns of professional practice and to determine professional development topics and plan strategies for school improvement.		Debbie Sheron	06/08/2022
	<i>Notes:</i>			
C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Professional development is embedded into the day in multiple ways. In every "Data Day" with PLC teams, elements of professional development are incorporated. This includes sharing instructional strategies for meeting students' needs based on Reading 3D data and highlighting best practices strategies in math and literacy. Since we are an implementation school for MTSS Problem Solving Team, we have held multiple sessions centered on core instruction in reading and math. These sessions have occurred on workdays, after school, and in PLC meetings. Some of our professional development is differentiated at this point but we have plans to provide more opportunities for staff in the future.	Limited Development 10/10/2017		
How it will look when fully met:	Ongoing and job-embedded professional development based on and aligned with data will provide authentic and ample practice opportunities for those striving to improve practices. Professional development will result in improvements in teachers' capacity and instructional practice, as well as improved student learning outcomes.		Darlene Parsons	06/08/2023
Actions		4 of 5 (80%)		
9/11/18	As part of the PLC cycle, opportunities for professional development will be identified using student achievement, behavior, and attendance data.	Complete 06/07/2019	Elisabeth Bernhardt	06/08/2019
<i>Notes:</i> This will be differentiated and will vary for each grade level depending on need.				
9/11/18	We will provide on-going, high quality professional development in growth mindset as specified under Indicator A1.08.	Complete 06/07/2019	Debbie Sheron	06/08/2019
<i>Notes:</i>				
9/11/18	Ongoing professional development will be conducted during PLC meetings as we work to train teachers to become high functioning collaborative teams.	Complete 06/07/2019	Angela Harris	06/08/2019
<i>Notes:</i> This will be differentiated by grade level depending on where they are in the process of becoming a collaborative team.				
9/18/20	Provide job embedded and ongoing professional development in Canvas and other learning platforms to address remote learning.	Complete 04/06/2021	Ami Meadows	06/11/2021
<i>Notes:</i> Professional development will take place on an as needed basis so that it is differentiated and timely.				
9/14/19	Use EOY data to determine professional development needs by grade level and school. Revisit plan at MOY to reassess needs based on new data.		Debbie Sheron	06/08/2023

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	Full Implementation 10/05/2019		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Franklinville faculty strives to communicate with families in multiple ways. Newsletters from teachers are sent home. A weekly phone message and an email are sent from the principal. Each month the principal sends a newsletter entitled "Cardinal News" which is provided in print and electronically on the school website. All items are provided in both English and Spanish. Parents are kept informed on a daily basis through communication in student planners, Class Dojo, (used by some teachers) and take home folders. School and teacher websites are kept up to date so that parents can easily access information. Four Title I parent nights are held with the purpose of involving and informing parents so that they are equipped to provide assistance for their child. Franklinville has an extensive Parent Resource Center with open library times to encourage parents to utilize the resources housed there. Home visits are conducted as needed. When Covid restrictions allowed, musical concerts and student performances are incorporated in most Title I nights and PTO meetings to entice parent participation.	Full Implementation 09/07/2021		



School: Franklinville Elementary

School Year: 2020-2021

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *“ The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals , instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

Committee Position	Typed Name	Signature	Date
Principal	Debbie Sheron		
Assistant Principal	Kristy Rowland		
Kindergarten Representative	Natalie Harris		
First Grade Representative	Addie Snotherly		
Second Grade Representative	Jennifer Trogdon		
Third Grade Representative	Christy Moon		
Fourth Grade Representative	Kimberly Plummer		
Fifth Grade Representative	Sharon Bridgeman		
EC Representative	Bonnie Lanham		
Media/BEP Representative	Ami Meadows		
School Counselor	Beth McAllister		
Lead Teacher	Elisabeth Bernhardt		
Teacher’s Assistant/Classified Representative	Carrie Craven		
Parent Representative	Caroline Wright		
Reading Specialist Representative	Darlene Parsons		



NCStar/SIP Mandatory Components

School Name: Franklinville Elementary School

School Year: 2021-2022

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Franklinville Elementary does not have the means to provide duty free lunch on a daily basis. However, our Parent Teacher Organization (PTO) and/or administration provides duty free lunch once a month for all classroom teachers when Covid restrictions allow.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Each teacher receives 45 minutes of planning time daily while their students are participating in BEP (P.E., music, art, guidance, media) classes. All teachers also have no duties daily from 3:00-3:15. This provides teachers with an average of at least five hours of planning time per week.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

Currently, we hold parent activities during Kindergarten screening in order to give them ideas and activities for helping their child before entering school. Fifth graders take tours of the middle school at the end of the 5th grade year to help with this transition. Second and third grade teachers meet to discuss and compare curriculum expectations of both grade levels. Teachers look for places where gaps occur and work to create alignment to smooth the transition between the two grade levels. Transition Night will take place in April. Parents will be invited to come to this night to attend the grade that their child will be entering the next year. Teachers from the next grade will inform parents of the upcoming curriculum and expectations. Strategies and games will be shared with parents to help prepare their child for the next year. We work with daycare facilities in our area and other Randolph County early childhood agencies to plan and hold Pre-K Tours of the school and Kindergarten classrooms.